

ATHLETIC JOURNAL

Vol. XXV

June, 1945



Some Things We Have Learned About Physical Fitness

Charles E. Forsythe, Lt. Comdr.
U. S. N. R.

Off-Season Football

Merlin Miller



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The ATHLETIC JOURNAL

C O N T E N T S

for June, 1945

PAGE

4 Just a Minute

7 The Discus Takes Work.....Glen Gaff

10 Physical Fitness an All-Year Project.....N. Charles Wicker

11 Where There's a Will.....Craig E. Taylor

14 Living War Memorials.....Colonel Theodore P. Bank

14 Editorials

16 Physical Education in the Illinois Schools.....O. R. Barkdoll

18 Some Things We Have Learned About Physical
FitnessCharles E. Forsythe

22 Off-Season FootballMerlin Miller

COVER PHOTO: Johnny Schmidt, Ohio
State pole vaulter, winner 1945 Big Ten Meet.

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A-8

just a minute - - -

DRIEST corner in this country is not the headquarters of the Women's Christian Temperance Union, but—believe it or not—the swimming pool of Forest Park High School, Baltimore, Maryland.

It was just twenty-one years ago that a new junior-senior school building was erected in Forest Park—a \$1,000,000 structure, complete, it was revealed on June 5, 1924, the day the school was dedicated, with "a swimming pool."

Since that day students as well as professors and townspeople have eyed the pool longingly—one of only two in the school system—but eyed it only, because it's never had a drop of water in it!

The pool wasn't quite finished when the school was dedicated, and never has been completed. It still lacks an inner lining of concrete tile for the edges, a chlorinating system, cleaning equipment, scum gutters and a heating unit—at the last check.

Annually a move is started to complete the pool, this year not excepted. But, this year, as in the past, the move seems doomed to failure. The school board recently brought it up for discussion. It was referred to the business division for an estimate. Then, the assistant superintendent of schools said the estimate could come only from the maintenance division . . . which probably had more pressing things to consider. And, anyway, the head of the division was ill, maybe the WPB wouldn't grant priorities for the materials, maybe the division couldn't get the labor, etc.

All these alibis and red tape are distressing to Wendall E. Dunn, principal of the school, but he professes hope that the pool will be completed.

"There's nothing I'd rather have for a Christmas present than completion of the pool," he remarked recently. "While it isn't a large pool, it is larger than a bath tub."

Dunn isn't getting his hopes up too high, however. Conspicuous by its absence from his remark is any mention of what year he'd like to have that Christmas present.

A PSYCHOLOGIST in charge of an Akron High School baseball team holds batting drills for his "good" hitters, and tells the others they needn't bother about trying to improve their eye because they can't hit anyhow. If a boy hits safely in a game, he is jerked from the lineup when it's his turn to bat again—the psychologist explaining the boy isn't due to repeat.

Included on the squad is a hurler who dropped only two games in two sea-

sons. This year he isn't pitching but laboring at some infield post. The psychologist explains that rival teams probably would discover the boy's hurling flaws this season if he were to pitch him.

Now, would somebody please explain the psychologist. . . .

* * *

IN these days of man-power shortages, you can't treat your subordinates too well . . . which may explain the results of the fifteenth Detroit University faculty-student handball tournament.

For the first time in the fifteenth-year history of the classic a student, and a freshman, at that—Al Vagnette—won the championship.

* * *

PENN STATE recently was put in the rather embarrassing position of accepting congratulations for a National A.A.U. gymnastic championship won by a team it wouldn't sponsor.

The sport was dropped this year as a war-time economy, but State's boys wouldn't quit. They continued to practice, were granted permission by the university to enter the nationals, and won the meet with ease, each one of the ten entries figuring in the scoring.

It was Penn State's second national championship, and the third time a college had beaten the famed Swiss Gymnastic Society of Jersey City.

* * *

ED QUIRK and Bill Bangert, Missouri's great weight men, don't mind flipping the shot record distances, but when they're finished in the circle, they'd just as soon let somebody else play with the 16-pound ball.

Missouri Coach Tom Botts discovered it—the hard way.

Returning home with his champions from the Purdue University Relays recently, he complained that his traveling bag seemed unusually heavy, but, unsuspecting, lugged it along as best he could.

It was not until he reached home, exhausted and with twisted back, and started unpacking that he understood the chuckles of his weight men. There, packed neatly among his belongings, was the 16-pound ball.

* * *

A PERFORMANCE that would win most college dual meets, and many big meets, was turned in recently by the Boys High, New York, mile-relay team in the Eastern Interscholastic Track and Field Championships at Randall's Island. . . . Cracking the meet record by five and four-tenths seconds, Joe Payne, Sonny Ellis, Ralph Fields and Walter Haasey (Continued on page 38)

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Assignment Pending!

Days in waiting. Hours spent wondering where their next assignment will be. Home? Another distant spot on the globe? For several million soldiers stationed in Europe, this is a period during which morale is at a danger point . . . a period in which outlets must be found for restless energy generated by the tension of war.

One of the precautionary measures taken by the Army is the establishment of a sports program of huge proportions. Schools to train athletic administrators are functioning in Paris and Rome. Millions of dollars have been spent on sports equipment for every form of athletics.

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But we, too, have an "assignment pending"—to once again supply our civilian trade with their sporting goods requirements. And until the day when we are free to do so, we're proud to play our part in making the sports program of our Army a complete success.

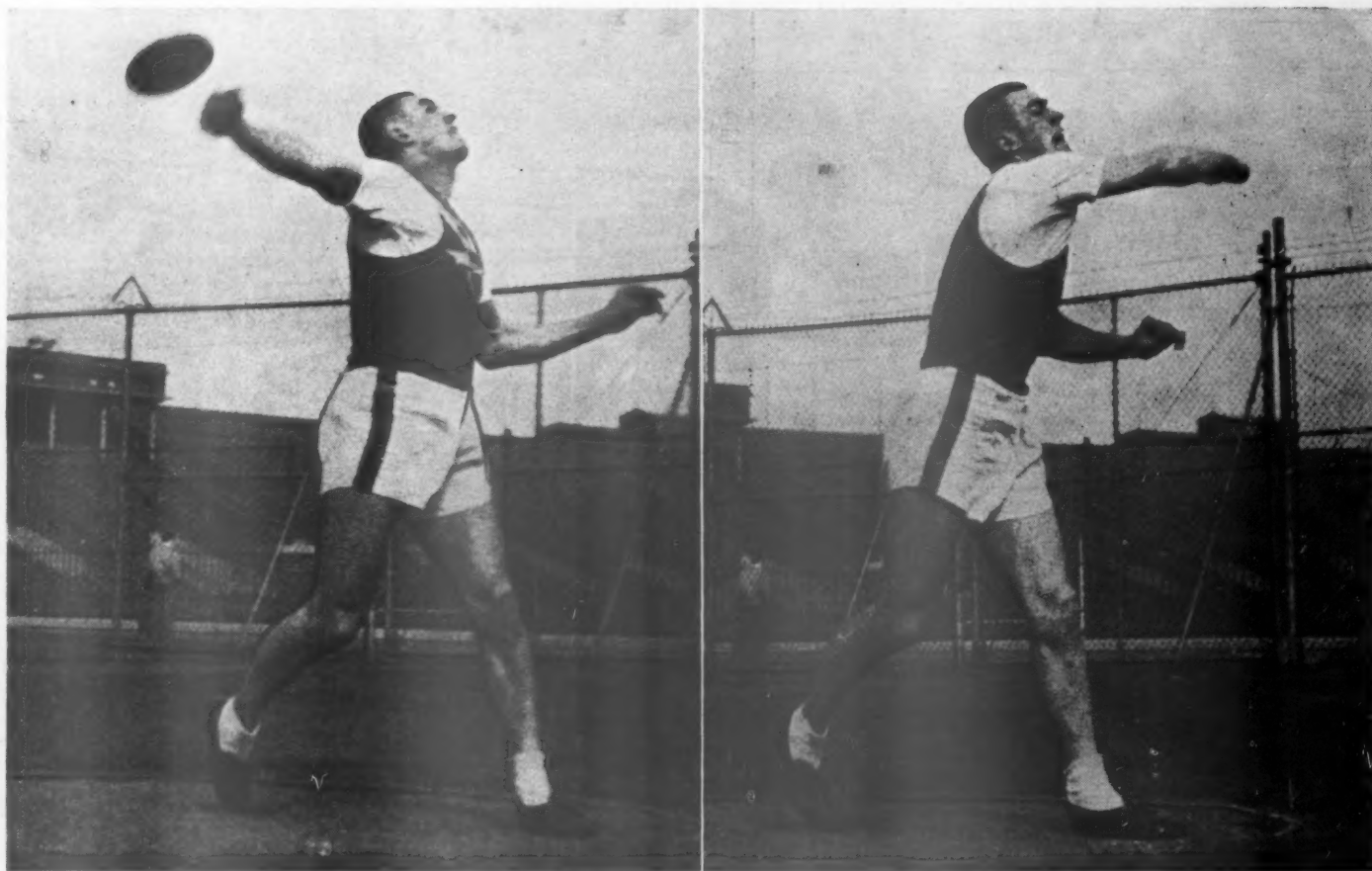
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Mr. Discus of the high school world is Minneapolis' Interscholastic record-holder, Byrl Thompson.

The Discus Takes Work

By Glen Gaff

IN FEBRUARY, 1943, a tall, rugged, but green, high school sophomore walked into his coach's office and asked simply: "Do you need a weight man for track this spring?"

In April, just a little over two years later, this same boy, now a senior, shattered the national high school discus record with a toss of 176 feet, 4½ inches.

That, briefly, is the story of eighteen-year-old Byrl Thompson, the "Paul Bunyan" of Minneapolis Southwest High School, who in the Aberdeen Relays on April 27 twirled the prep discus farther than any athlete, high school or college, had ever sailed it before.

There was no fluke about Byrl's record-breaking throw, either. There was no error in the measurement. The distance was carefully checked three times, with three different tapes. Only a sixteenth of an inch difference was discovered by Howard Wood, member of the National Federation, and his assistants—an insignificant discrepancy, and it went down in the books, officially the longest throw on record.

What's more, Byrl exceeded the na-

TWO years ago he could twirl the discus just a little over a 100 feet, but today Byrl Thompson is the interscholastic record holder, thanks to long hours of practice and a firm determination to make good.

tional interscholastic mark on a number of throws the morning of the meet, but didn't know it.

Because the day threatened to be cold and windy, Thompson decided he would feel better in the afternoon if he warmed up thoroughly in the morning. So, with Howie Carlson, Minneapolis West shot-put champion and all-city back in football, he went out to the Aberdeen field.

For a couple of hours, the two boys worked out in the discus ring, limbering up muscles, cramped by the journey from Minneapolis. Past the chalk lines, marking the distances, was a snow fence, very common in the Dakotas, even in the latter part of April. It was at this fence that the boys were aiming.

"It seemed to be about 150 feet away," Thompson recalls, "and I knew I had to get that far in the afternoon if I expected to win anything."

Byrl cut loose on a few throws. He put a couple over the fence, was satisfied with his workout, and changed back into his street clothes.

That afternoon, after his record-breaking throw, Thompson casually queried officials about the distance from the ring to the fence. Their answer almost floored him. It was 180 feet!

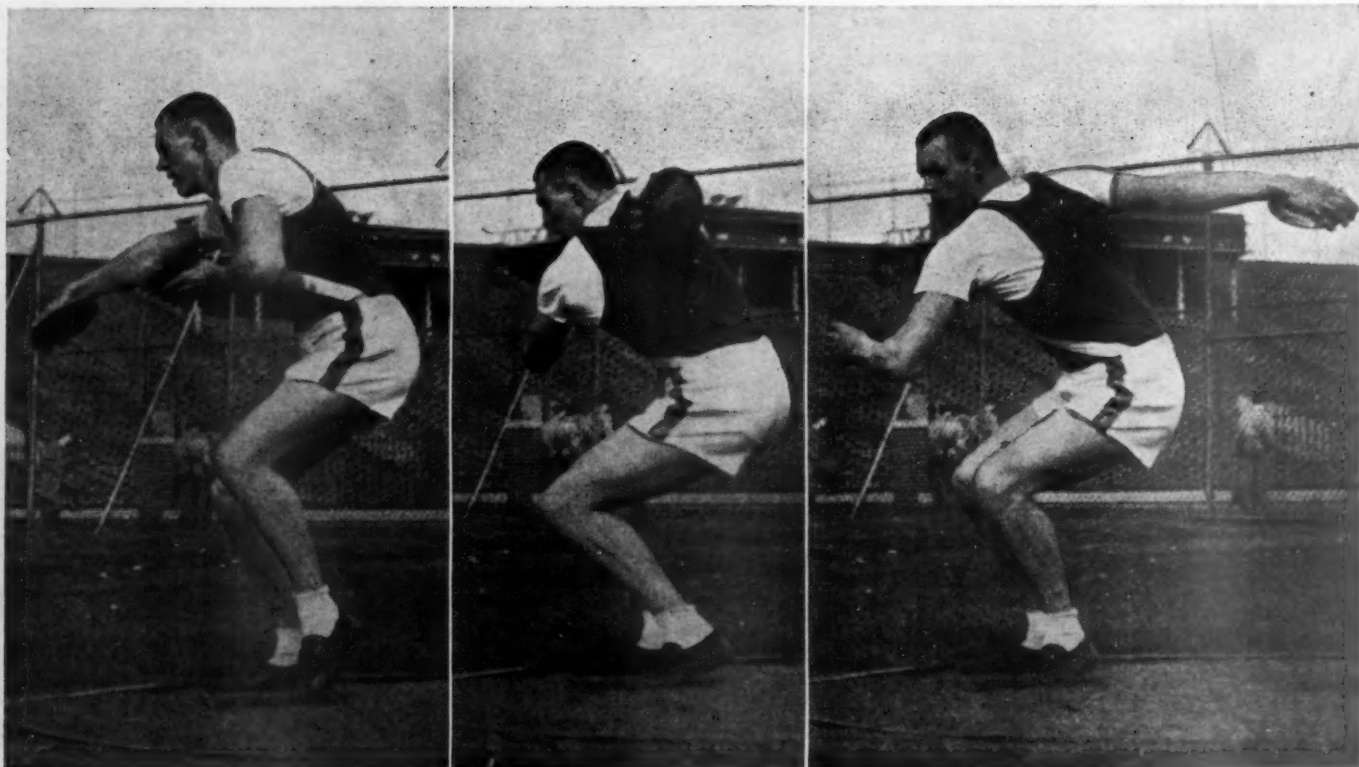
Byrl, standing six feet, four inches and weighing 204 pounds, first became interested in the weight events when he was a small boy in junior high. He enjoyed all sports, but the weights, and especially the discus, held a strange fascination for him.

"I don't know why," says the soft-spoken, brown-eyed giant, "but I just liked the idea of working on the shot and discus."

When he finished junior high, his first thought on entering Southwest, was to have a try at the shot, and in particular, the discus.

That was when he went in to see the track and basketball coach, A. L. "Al" Halley, and to ask him if he could use another weight man on his squad. He wasn't cocky about it; just inquisitive—and hopeful.

At the time Halley was concentrating on his basketball squad, and did not pay much attention to the youngster. He dismissed him with the order: "Come on out



A high-speed camera catches Byrl Thompson, interscholastic discus record-holder, starting his spin across the circle.

in the spring."

Byrl was one of the first to report. He worked hard, was the first out every day and the last in, but Southwest that season had other weight men, juniors and seniors, who were somewhat better than the newcomer, and Thompson was all but overlooked.

He didn't do very well, that, his sophomore year. He picked up only three points in dual meets. His best mark in the discus was only 102 feet, 8 inches.

Another boy would have been discouraged, but not Byrl. At the end of the season, he cornered Halley and asked him what he could do to improve his form over the summer vacation. First, Halley told him to buy three discuses—rubber, aluminum and wooden. Second, he gave him a copy of training rules for discus throwers which he had clipped from the *ATHLETIC JOURNAL*.

That was all the eager youngster needed—a green light, some encouragement. He started working now in earnest. He threw his three platters all summer long, and studied harder than ever before. He studied pictures of great weight men, discus throwers, especially, and picked out the best points in the form of each. Then, he developed a form based on these points.

In the fall Byrl was back to see Halley. He reported he was making progress, and Halley, now deeply impressed by the boy's determination, enthusiasm, and capacity for work, began to take a real interest in him.

During the cold Minnesota winter, Thompson took advantage of every op-

portunity to work out in the University of Minnesota Field House, where he had plenty of room to cut loose. As often as possible Halley was over to help him.

One day the Southwest coach called up Jim Kelly, Minnesota track mentor, and asked him if he would take a look at his boy in action. When Byrl reported for his usual workout, Kelly was in the background, a critical spectator.

After the workout Kelly got on the phone. "Al," he said excitedly, "Al, you've got a champion!"

Kelly's words proved to be prophetic. The big junior reported for track that spring a polished performer. He was a consistent winner, and midway through the season took the city championship with ease.

Just before the state meet Lady Luck gave a hand to the fast developing athlete. Bob Fitch, former Gopher and National Collegiate discus champion, came home on a furlough from the army. He watched Thompson work out and

liked the looks of the boy. Despite the fact he was home for a rest, Fitch donned his track suit and grabbed a discus to help him out.

For two afternoons he tutored Byrl at the university in the finer points of the discus, showing him how to get across the circle faster and how to take advantage

Relaxation is keynote as Byrl Thompson gathers speed.



of centrifugal force.

"I learned more in those two days," Byrl admits, "than I learned in close to two years."

Came the day of the state championships, and Thompson, putting all his newly acquired knowledge to use, sailed the discus 150 feet on the nose to carry off a blue ribbon by a wide margin.

The following summer Byrl continued his training schedule. He worked on the discus tirelessly through the fall and winter. He was getting 160 feet now, fairly consistently, but still he wasn't satisfied.

This spring the Aberdeen Relays was the first big meet of the season. Byrl decided to enter. He placed second to Carlson in the shot. What he did in the discus still is the talk of the prep world.

Developing champions, incidentally, is getting to be a habit with Coach Halley. In three years he has produced seven state winners, more than any other high school coach in the state. This does not include his 1943 state champion cross-country team.

Halley attributes Byrl's spectacular success to three things:

(1) regular practice, especially during summer; (2) complete relaxation; (3) speed of the body, and especially of the throwing arm.

"It has been my observation," Halley says of summer practice, that with few exceptions California has produced all of the discus champions the past twenty years. This is because California's favorable weather is conducive to the development of discus champions.

"In Minnesota we have a short spring. A boy hardly gets going, when the season is over. Therefore, to develop into a good discus thrower, a boy must work during the summer months. I encourage all of my discus men to spend the summer working on form.

"In the past few years, three boys have followed this advice and it has paid off every time. Byrl is exhibit One. Here, thanks to his summer work, is his amazing rate of improvement:

Year	Discus	Shot
1943	102' 8"	31' 11"
1944	150'	46' 6"
1945	176' 4½"	53' 10½"

Thompson credits, along with summer practice, relaxation for his remarkable development.

"It's most important," he says, "to keep those throwing muscles as loose as possible. It's the only way to attain real snap. You can't develop a snap if your muscles are tense.

"In practice care should be taken so that the workout doesn't sap too much spring, snap and explosion," he adds.

Throwing the weights comes rather natural to Byrl, as his father, T. T. T. Thompson, used to be a hammer thrower and, while a student at Chippewa Falls, Wisconsin, held five state championships.

The elder Thompson still is vitally interested in sports, and especially in his son. He attends as many meets as he can with Byrl's mother, also a great fan, and takes motion pictures of Byrl in action which are used to spot any failure in form.

Track is the only sport in which Byrl competed while in high school. He tried football but gave it up for lack of interest. He is a typical American boy, who likes to do everything his school chums do. In the winter he hunts and skis with his father. In the summer, when he isn't working on the discus, he likes to fish.

Thompson's training schedule is rigid and embodies all of the finer points discovered in his exhaustive study of great weight men. Day by day, it is as follows:

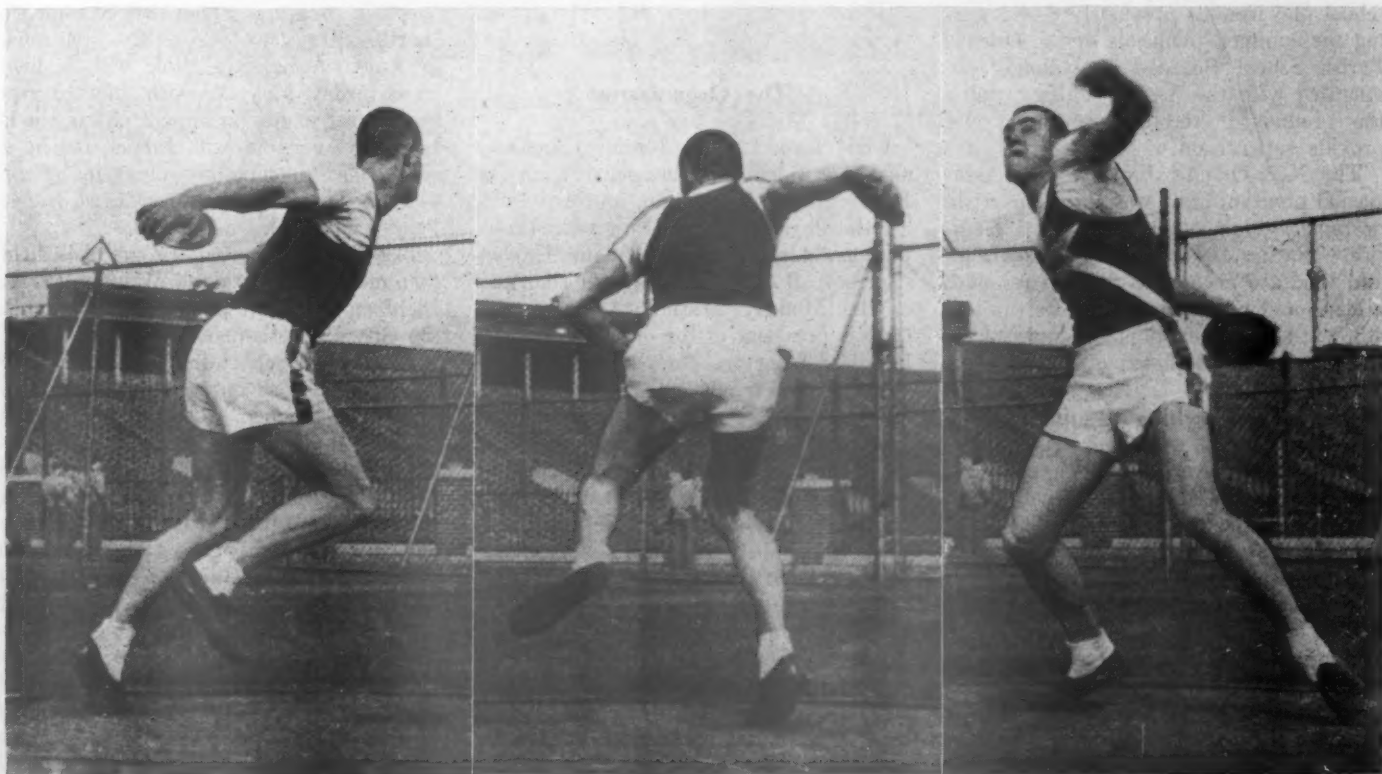
Monday: Jog easily and slowly one or two laps. Exercise to loosen the legs, shoulders, back and buttocks. Put the shot easily, stressing form, not distance. Throw the discus easily with many swings from a standing position, striving for correct form. Drill on turns, keeping the hips "fluent" as possible. Run two or three hurdles several times.

Tuesday: Jog easily to loosen up. Exercise a good while, working all the muscles as completely as possible—deep knee bends, push-ups, on finger tips and one hand. Run several 30-yard sprints. Early in the season, drill regularly on shot and discus. Later, limit shot and discus practice to Monday and Wednesday. Wind up practice by running a flight of hurdles.

Wednesday: After warming up, put the shot a little harder than on Monday and Tuesday. Stress relaxation. Follow the same program for the discus. When thoroughly warmed up, take from five to seven puts in the shot for distance, then take

(Continued on page 32)

Byrl Thompson comes out of his spin fast, but relaxed, and ready for another record throw. He has hit 180 feet.



Physical Fitness an All-Year Project

By N. Charles Wicker

Assistant Director, New Orleans Junior Sports Association

NEW ORLEANS, through its Junior Sports Association, has found what it believes to be a curb to juvenile delinquency and a solution to the problems of improving the physical fitness of its youngsters.

It took a hint from the lads who became involved in mischievous and unlawful acts: "There wasn't anything else to do."

Today, the city, through the Association sponsors a well-rounded summer program. School grounds, once closed, are wide open and competitive games after school hours are conducted.

In short, there's plenty to do now.

Organized slightly over a year ago, the New Orleans Junior Sports Association, with a program aimed to make the youth of New Orleans physically fit, has accomplished much and has grown tremendously.

With an objective to foster and encourage a city-wide planned program of supervised recreation, games, and competitive sports in which youth, of both sexes, between the ages of six and twenty-one could find an opportunity and an incentive to improve his, or her physical condition, the Association, a civic non-profit group of business men and women, was successful in opening twenty-five school playgrounds previously closed during the summer. Officials of the Orleans Parish School Board very willingly co-operated with the Association in opening the grounds if the organization would provide supervision.

The New Orleans Junior Sports Association program in no way interferes with, or replaces, any other recreational facilities. Rather, it works closely with all and tends to encourage the expansion of athletic and recreational facilities through stimulating greater popular interests in the physical development of its youth.

Far-Reaching Results

The slightly-over-a-year-old organization has produced results beneficial to others than the youngsters for whom the program was primarily planned.

As a result of the Junior Sports Association approach, many parents have turned out to learn the fine points of the various sports so that they can teach them to their youngsters. It was most gratifying at one of the track clinics to hear the mothers of the youngsters ask questions and to see them take notes as one of the

athletes was demonstrating various forms of high jumping.

High school coaches see much benefit from the Junior Sports Association program in that the future high school youngsters will have a better background in the fundamentals of various sports and some experience as a result of this splendid program.

Many organizations have been awakened to the seriousness of the physical condition of the youth of the city. Few realized that nearly 50 per cent of our young men chosen by our country's selective system were rejected as unfit for military service, and that, at the time of induction a majority of those accepted were physically soft and did not possess the strength, speed, and skill necessary for self-protection under the conditions which they were called to face. Nor did they know that 50 per cent of our men did not have the ability to swim well enough to save their lives.

Dads clubs were organized and are still being formed by the Junior Sports Association, to bring the fathers and sons closer together. The dues to one of the clubs first organized was a stipulation that a father must take his son out once a month alone—minus the rest of the family.

The Organization

Civic leaders and prominent business men have identified themselves with the Junior Sports Association, and are backing the Physical Fitness Program. Lester Lautenschlager, former Tulane University football coach, and present chairman of the Monday Morning Quarterback's Club is president of the organization. The Board of Directors, composed of athletically and civic-minded men, like A. Frank Fairley, the New Orleans chairman of American Legion Baseball are assisted by an Advisory Board of all prominent athletic coaches in the city. Francis "Tad" Gormley, former coach at Loyola and Louisiana State University, now in charge of City Park Stadium, heads the Advisory Committee.

The director in charge of the Junior Sports Association is John P. Brechtel who during his fifteen years as football coach in one of the city's large high schools had a most outstanding record. He was, and still is, the secretary and treasurer

CHARLES WICKER is a former newspaper man. Presently he is employed by the Consolidated Vultee Aircraft Corporation in New Orleans but manages to find the time to serve as assistant director and publicity director of the New Orleans Junior Sports Association, organized a little over a year ago to provide recreational and competitive activities for the youth of New Orleans after school hours.

of the Louisiana High School Coaches Association which annually sponsors an all-star high school football game and coaching school in early August.

The Activities

The Association's first big event, after its organization in March, 1944, was a summer baseball program. Close to a thousand youngsters played 737 games as members of fifty teams last year.

Starting shortly after the opening of school, last October, by employing a full-time director, in co-operation with public and parochial school authorities, the New Orleans Junior Sports Association encouraged organized games and sports after school hours.

Intramural and inter-city competition in softball was followed by city-wide competition in each sport. Over a thousand youngsters took part in the softball program while thirteen hundred boys and girls entered the basketball competition on the school grounds and in the city-wide tournament.

This year the organization expects well over a hundred teams to compete in the baseball program which will commence shortly after school closes the first week in June. A baseball clinic will be held on Saturday May 26, with another get-together arranged for June 2. All of the B Legion youngsters will participate in a spectacular opening-day program of the Class A Legion Program on June 3rd at Pelican Stadium.

Play in the baseball program is held each morning at City and Audubon Parks. Eighteen games are played at one time on the City Park diamonds.

Jesuit High School of New Orleans won the state baseball crown at the Louisiana State High School Rally recently, and pitching the team to victory was a product of the Junior Sports Association B Legion program. Rookie Pat Rooney of the Jays pitched his team to the opening and championship games in the state tourney. On the Jays' Class A Legion team this year will be many members of last year's B Legion baseball championship team—the Hooligans.

This year's baseball program, like all other events sponsored by the organization, will be preceded by a clinic. At the

(Continued on page 37)



The "Pete Gray" of college ball is Ray Bevens of Baltimore's Loyola College.

Where There's a Will

By Craig E. Taylor

BUILDING confidence in his own ability was the major task of Ray Bevens, one-armed regular outfielder on the Loyola College of Baltimore baseball team, and a boon companion, who is now a marine paratrooper, helped him do it—the hard way.

Baseball was a part of young Bevens' life before and after the horrible misfortune which resulted in the loss of his right arm when he was six years old. How he conquered embarrassment and gained self-confidence is worth putting right into the lead of this story, for it may help many a returning veteran overcome similar handicaps, without recourse to the strong measures taken in Ray's case.

Let him tell it:

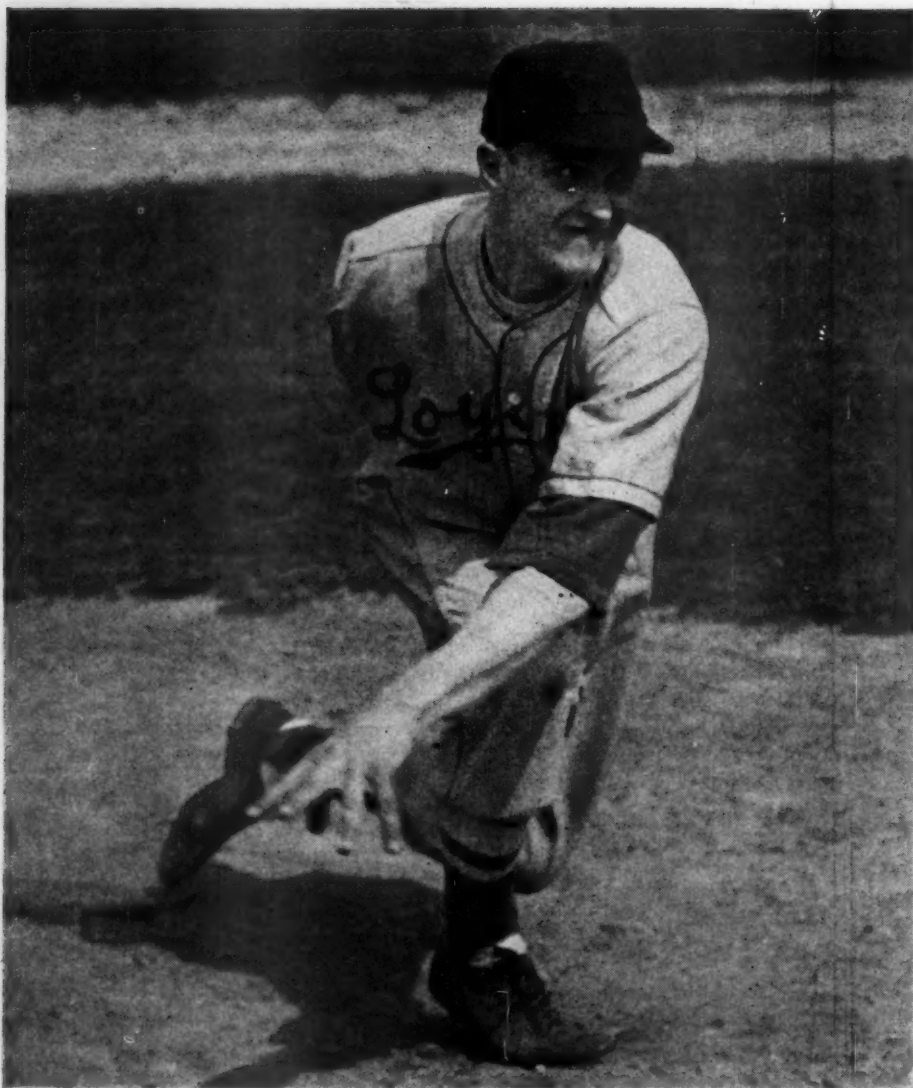
"I'd be walking along the street with Frank Bryan, my buddy. Without thinking, I'd change places with him so as to put my right side closest to the house fronts where my missing arm wouldn't be so noticeable. Wham! Frank would punch me right on the chin as hard as he could, and he could really hit! In sheer self-defense I had to quit, and now I am not sensitive at all to it."

It was as simple as that and it worked. Now Ray is almost cocky in his belief in himself. But it's an inoffensive cockiness that creates admiration for the nineteen-year-old sophomore who loves baseball well enough to work out a whole technique

RAY BEVANS had two strikes against him when he decided to try athletics. When he was six he had lost his right arm. But the "Pete Gray" of Loyola College of Baltimore hasn't been called out yet.

for playing the game one-handed. He hasn't studied Pete Gray, or anybody else, but when Pete comes to Washington with the Browns that's going to be taken care of.

Let's go back to the beginning, when Ray lost his arm. He was six years old



Although he does not use a glove when he is pitching, Ray Bevens stops the hottest line drives and grounders that come his way. He bats down the ball with his calloused left hand or body, scoops it up, and makes the throw.

that June day, and he and a number of youngsters in the suburban Forest Park section of Baltimore were playing back-lot baseball. Eventually they tired of the game, and someone suggested a raid upon a neighbor's cherry tree. The other boys climbed up for the fruit, and left Ray, a little youngster and a trifle more timid, on the ground to watch.

There came an alarm. "Here comes the caretaker!" The boys scattered. Ray ran in panic, and didn't notice an extended length of chicken wire underfoot.

He tripped. Sprawling full length, he broke his fall with his right arm. . . and lacerated it from wrist to shoulder in a pile of broken glass.

The boys called for help, and Ray was rushed to the office of a neighboring physician, who applied first aid, and noting the condition of the injury, rushed the child away to the hospital.

Ray spent two hours in the operating room, while the wound was cared for. But gas gangrene set in, and for a time the life of the boy was despaired of. His

father had to make a choice. It was Ray's arm by amputation, or possibly his death from the tissue decay that had swept his arm. His only son in a family of four children . . . and that's how it was.

Albert R. Bevans made the only possible choice. Take off the arm . . . save the boy.

Ray was delirious for a long time. He lay between life and death for many days without the use of his legs from the shock to his young system. Then slowly he began to recover. Many a time he had to go back to the hospital to have the end of the bone removed, since it continued to grow through the skin at the end of the stump, which is only three inches or so from his shoulder. As he has matured, that has stopped.

As you see him today, Ray is a keen-eyed, powerfully built boy, and from his left side, when you do not see the maimed arm, you get the appearance of a perfectly trained athlete of 168 pounds on a frame 6 feet, 1/2 inch tall, bronzed from the outdoors, and ready to take on all comers.

At one time Ray had the ambition to build a baseball career as Pete Gray has done, but he has turned away from that idea and now is a pre-law student.

He is a sophomore now, and will enter the junior class this month under the war-time acceleration of classes at the Jesuit-managed college in the Northern section of Baltimore.

Before going to high school, Ray attended the Garrison Junior High. Here there were no competitive teams, but there was intramural softball, football and basketball. Ray played them all. He was usually called upon to pitch in softball, but he could play any position. In basketball he catches the ball usually in his hand by cupping it at the wrist. Sometimes he holds it against his shoulder, in order to get a grip to pass it or shoot. In getting rid of the ball, he employs somewhat the same motion as a shot putter.

At Forest Park, his first sport was soccer, and he began to play the game as a center forward. He became captain of the team in his second year and retained the leadership two more years. In his last season, he stepped back from the forward line, because his coach said his height and skill in play distribution made him more valuable at center halfback. He also alternated with one of the fullbacks, since by this time he was possessed of the most powerful foot on the squad.

Since his graduation from high school, he has returned as coach of the team—non-paid, let us hasten to add, because of his status as an amateur intercollegiate athlete.

His baseball career in school began under the coaching guidance of Sidney Lipsch, for whom young Bevans has the highest praise.

"Mr. Lipsch would take the time to tell me things," he declares. "He would take me aside and explain the fundamentals of pitching form. He taught me how to follow through, how to get my shoulder and body into the pitch. The things he explained to me have stayed with me and helped very much. I was a little wild as a pitcher, and I didn't have much batting skill at the time. But Mr. Lipsch told me to stick around, even after he cut the squad, and he worked with me.

"I didn't make the team right away, so I tried intramural track. In running too much before I trained up to condition, my leg muscles tightened up. I was ailing for a week and a half, and then I didn't go back to baseball, as the others were too far ahead of me by that time."

The next year there was a different coach, and Ray didn't get along well with him. He was cut off the squad.

In his senior year he pitched for the junior varsity and varsity teams, but with little success. He says he was sent in without the proper warm-up, and that, as a result, he was pounded out of the box more often than not. He'd get behind a

batter, groove one, and that was all!

Last year, in a Sunday league, he played on the Little Sandwich Shop team which reached the finals of the Sand-Lot Tournament in Baltimore, and sand-lot baseball is something in this city. The coaches here let him go and gain by experience, and his father watched him and helped with criticism and advice.

Ray has developed his own technique. He does not reject advice from anybody, but will not adopt a plan just because someone suggests it.

In the field, he catches a ball or stops a grounder with his gloved hand. He has perfected a smooth, single motion in which he tosses the ball a few inches into the air, discards his glove, catches the ball and sends it with a powerful throw to the proper base.

Asked about the kind of equipment he

uses, Ray replies: "I always use standard equipment, because I never wanted anyone to feel that I was taking advantage of anything that somebody else did not use. I have a regulation glove, and the only thing I do different is to leave the strap at the back open to its fullest extent so I can discard the glove without a hitch.

"Many people have suggested that I wear a hook on my belt to slide the glove on, or that I put the glove under my chin, as I do the bat when I'm getting a grip on it. I'm not worried about getting the glove dirty; I'm just worried about getting the ball, and getting it away."

He is a sure catch on a fly ball, and in nature's compensation, his arm is developed in size and strength well beyond what would be normal for a boy of his age and build. As a result, when he winds up and cuts the ball loose, he has a great

deal of power. As a retriever he is very fast, and can handle the ball quickly.

In the second game with Johns Hopkins University this season, a 2 to 1 contest which Loyola lost, Bevans caught a fly with the score 1 to 1, one out and a man on third. He held that baserunner there with a fine throw.

The next batter really "tagged" one. It went sailing over Bevans' head, curving away from him. The catch would have been impossible for the best outfielder in the game.

"Touch 'em all! Home run!" the Hopkins bench shouted. It looked as if their batter, Ben Papirmeister, would do just that. But, Bevans ran out, scooped up the ball, and held Papirmeister on second.

Loyola didn't win, but it was because Loyola could not hit Bill Benjamin, a southpaw they had "murdered" the week before. Tom Gorman, Loyola player, made the only two hits off Benjamin and Bevans, while he didn't hit safely, made infielders work to throw him out on all three trips to the plate. No strikeouts for Ray, and up to date, his batting average is .273—still above some of the current big leaguers.

Batting has been carefully studied by the Loyola boy. He is a switch hitter, using a backhand stance, which he calls his right-hand position, against left-hand pitchers, and a forward swing from the other side, his left-hand style against the right-handers.

"I've watched how people play, and have read books on batting," he relates. "I've tried all sorts of stances—feet far apart—close together—and this year I believe I've found the right way. I have begun to lift my front foot when I start the swing, so that my weight transfers when I swing, and I get my body behind the bat. I know the big leaguers pay a lot of attention to the matter of weight shifting."

We might add here that not only big-league ball players, but top-notch golfers have studied this angle of obtaining power in minute detail.

Fielding his position when he is on the mound may seem to be a problem, but it's not to Ray. He tosses the glove aside entirely, and doesn't wear any protection on his hand. As the season progresses, his calloused hand can take care of all but the "hottest" grounders.

"Infielders used to tell me to let the ball come through, that they would take care of it," Ray explains, "but I don't have to do that. I go after the ball as I do in the outfield, with my knee down so that my body will block it if I can't handle it. I don't miss many that way."

He has learned how to retrieve the ball and throw from any off-balance position by playing the backfield in football. The jump pass requires this kind of co-ordina-

(Continued on page 35)

As an outfielder Ray Bevans catches fly balls and field grounders with his left hand gloved. With a quick flip of his wrist he tosses the ball into the air, flings the glove to the ground, catches the ball in his bare hand and throws.



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(On leave in the Navy)

Living War Memorials

EVERY American community has sons among our fighting forces.

Thousands of these men are dying because we, in America, have neglected to provide the facilities and the programs which would have made them physically fit for the rigors of war.

Several millions of our sons were unable to play an effective rôle in this war because of our failure in pre-war physical education.

The vast majority of those who were able to pass the physical requirements for military service, had not attained that peak of physical efficiency which would permit a stepped-up tactical training program, and thus bring about a more rapid participation in actual combat.

Consequently, our enemies were able to make and consolidate early gains, which were won back only at a heavy cost in blood and suffering.

It is impossible to estimate accurately how much more time will be required to win the war because of this delinquency in national physical fitness, but it is safe to assume that it will be considerable.

Our men are fighting for definite principles. Many will not come back. They are dying for those principles, dying so that the loved ones they left behind may continue to enjoy the American way of life.

Community War Memorials should be dedicated, not only to those members of the armed forces who made the supreme sacrifice, but to the living as well, and such memorials should be something more than an archway, statue, or similar object. They should be *living* war memorials—ones that will serve youth, returning veterans, and others in the community, day after day, and year after year, thus keeping alive the memories and traditions of those who served in the defense of our country.

In view of our national inadequacy in physical fitness, what better memorials can be devised than those which will contribute to the future physical fitness of our nation; those that will insure to re-

turning veterans, their children, and their children's children, the opportunities of building up strength, endurance, stamina, motor skills and healthful living?

The wealth of a nation is in the strength of its people. Living war memorials to make America wealthy by making Americans stronger, seem peculiarly appropriate at this time. Projects to be considered should include community sports and recreation centers, gymnasias, stadia, playgrounds and athletic fields of all types. The spirit of competition as exemplified through athletics, is one of the few things that we have left which represents our early American way of life. Yet a recent survey indicates that there are few, if any, American communities which have adequate sports facilities. War memorials of that type will assist in overcoming this inadequacy.

Every American community should assemble interested groups, organize committees, survey existing facilities within their community, and then inaugurate systematic planning for types of living war memorials that will assist in building a strong America.

Plan memorials with adequate space for future expansion of sports and recreational facilities. Plan memorials that will provide the most good to the greatest number. Plan memorials that will assist the objective, **KEEP AMERICA FIT.**

Colonel Theodore P. Bank
President, The Athletic Institute

Intercollegiate Athletics—Play, Work, or Drudgery

*The sixth in a series of unpublished articles
by the late Major John L. Griffith*

TWENTY-FIVE years ago when many criticisms were made against college athletics especially football, the criticism that participation in intercollegiate athletics was drudgery and not play was seldom if ever heard. Recently when the size of the crowds and the popular interest in football to some seemed appalling, it has been suggested that the players are being used to glorify the coaches, to make money for their institutions and to advertise the colleges. Where it has been suggested that the players need not take part in football if they do not wish to, the answer invariably is that they are forced by public opinion to play against their will. A few distinguished athletes have been quoted in the press as complaining that their football experience was not a pleasant one because the practice and the games were hard work. An attempt will be made here to consider the attitudes of the players toward football.

Any piano player who has succeeded in his or her art or profession has found that it was necessary to practice from five to seven hours daily. Undoubtedly every great pianist has at some time or other complained about the drudgery entailed in the mas-

tery of the technique of piano playing. Every great artist whose pictures are hung in the art galleries has at times been forced to hold himself to the task of expressing his thought and feelings with the brush when it would have been far easier to have forsaken the easel and canvas for pleasures. The scientist who discovers new truths in his laboratory does not work only when he feels like working or lay aside his task when the work becomes irksome. Many of the finest poems have been written by men and women who found their work laborious and who many times punished themselves by going on with their self-imposed labor. In the same way every athlete who has ever won athletic honors has at times had to practice when he would have preferred to have done other things. He has had to play in a game no doubt when he was not feeling fit and, consequently, if it had been possible, he would have postponed the game to a time when he did not have a bruised leg or a headache. When a college boy has been graduated, however, if he is a surgeon, he will find that the needs of his patients will govern the time of his operations frequently and he will not always be able to suit his own conveniences and pleasures. If he is a business man, the exigencies of business will govern his hours and work and he will not be permitted to work only when he chooses to work. In war the officers and men cannot elect when to attack or rest. If troop movements are necessary, the men must march whether they are tired and indisposed. Life is not always play, why then should we expect to eliminate all work from athletics? The answer is that we should not if we think of athletics as training for life.

There is a certain amount of pleasure to be derived from doing a thing well. A professional man, at the end of a day in which he accomplished results in his work, undoubtedly goes home with more of a sense of satisfaction than is possible on the days when, because of interruptions, he has not done good work. A speaker who has worked hard in preparing his address and who, consequently, holds the attention of his audience is more apt to be pleased at the end of his address than would be the case if he had attempted to speak without preparation or without having done everything possible to enable him to do his best. A football official knows when he has worked a good game and, when he has done well, he will leave the field with a glow of satisfaction. If, on the other hand, he made a wrong ruling through ignorance of some approved interpretation, he would leave the game with a determination to study the rules before working the next game. A football player who misses a tackle by inches, thus losing the game, is sure to feel badly the night of the game, and the chances are that he will thereafter train more carefully and work harder so that, when the next opportunity is presented for him to do the necessary thing, he will not fail. Failure to carry out his assignments make him unhappy, but the night after he has played a good game he is sure to be more or less pleased because he knows that he did well.

A false philosophy of play is being advanced by

some these days. It is suggested that our young athletes should not take their athletics seriously; that they should not care if, through their own fault, they do badly and consequently lose the game or contest; that they should stop running as soon as the race becomes hard and that they should not continue in the game when the going is "tough." This is a soft civilization of which we are a part. "Everywhere," as Dean Inge suggests, "we find the demand to make life easy, safe and foolproof." There is at present more danger that our young men will become soft, and weak, and flabby than there is that they will undergo too many hardships in athletics, or that they will punish themselves unduly in their competing or in preparation for their competition.

If a coach conducts his football practice in such a way that the men consider the work as drudgery, he defeats his own ends. The wise coaches have learned that it is possible to carry the learning of the technique of football playing too far. The team that starts a game full of energy with the men eager to play, each fit mentally and physically, even though not perfect in the mastery of the fundamentals and technique, is more apt to win, other things being equal, than the team that has spent too much time in practicing blocking and tackling and in running signals. Some coaches have obtained but poor results from spring football practice because they have taken all of the play out of the game. A certain coach one spring complained that only a few men came out for spring football and that those who did come out did not get much out of their work. This man, however, tried to force men to come out for practice when they did not want to play football in the off-season. Those who did come out were given the hardest kind of gruelling work. No wonder spring practice at this university was a failure. One of the oldest coaches in the game, however, did not send out any letters to the football candidates urging them to come out for spring practice. He did not insist that any boy report, and those who did ask for suits were allowed to come out when they wished to and they were permitted to leave the field when ever they so desired. Instead of giving the men a hard and punishing course of training, he taught each one how to catch punts, how to kick off, how to pass and catch passes and the like. The result was that he had the largest number of men out for spring practice in the history of the school. Spring practice in that university was a success. Although it may be true, and undoubtedly it is true, that football training as respects the mastery of technique has been carried to absurd lengths in some places, this is a matter that will cure itself. It will not be cured by legislation. The young men who constitute the athletic life of the nation, not the educational philosophers who have never played the game, will effect what cures are necessary.

Lest some one may conclude that all of our coaches do not understand the young men with whom they are dealing and, consequently, drive them to their work, the results of a study made by W. A. Alexander of Georgia Tech is here referred

(Continued on page 36)

Physical Education in the Illinois Schools

By O. R. Barkdoll
Assistant State Director of Health
and Physical Education

THE new health and physical education law in Illinois went into effect July 1, 1944. Much has been done during the past school year, and many schools, rural, city elementary, and high schools, are already meeting the requirements.

The previous year had been one of preparation in order to lay the foundation for an improvement in pupil health and physical fitness. A School Health Committee developed a basic plan for pupil health and health education. The work was the result of the co-operation of Director Roland Cross of the Department of Public Health, Director Frank G. Thompson, of the Department of Registration and Education, Superintendent of Public Instruction Vernon L. Nickell, and Governor Dwight H. Green. Approximately one hundred and fifty people from all sections of the state served on the various committees, and the publication of the work has been available for teachers and administrators during the past school year.

The Department of Health and Physical Education in the Office of the Superintendent of Public Instruction conducted over one hundred physical education demonstration clinics before twelve thousand teachers during the previous school year. The purpose of these clinics was to acquaint teachers with the health and physical education program, and to give in-service training in the teaching of health and physical education so that plans might be formulated for the school year of 1944-45.

The following materials in health and physical education have been prepared and may be secured by writing to the Office of Public Instruction, Springfield:

1. Health and Physical Education—Rural Schools of Illinois. (A course of study for rural schools.)
2. Health and Physical Education—Elementary Schools of Illinois. (A course of study for elementary schools.)
3. School Health Record. (This card was prepared by the Department of Public Health.)
4. Homemade Equipment. (Physical Education equipment which can be made in the school shop.)
5. Conditioning Activities for High School Boys. (This may also be used for upper elementary grades.)

6. Suggestions for A High School Program in Health and Physical Education.

7. Suggested Plans for Administering the School Health Examination.

8. Questions Most Frequently Asked Concerning the New Health and Physical Education Law.

9. Method of Constructing an All-Weather Playground Area.

10. High School Physical Fitness Tests and Standards of Performance.

11. Statement of the Law.

12. Tumbling.

13. Rope Skipping.

14. Balance-Beam Activities.

Our department feels that most of the schools are making an honest and concerted effort to improve their health and physical education programs in order to give their pupils the best development possible and to conform to the law as soon as practicable. The community co-operation for the maximum use of available facilities has been gratifying, and splendid progress has been made throughout the state. The program is not one geared to war, but is a long-range program designed to provide for peace-time as well as war-time needs.

It should be of interest to know that the new health and physical education law was sponsored by eighteen educational groups in Illinois. The High School Principal's Association and the Illinois Education Association suggested revised legislation several years ago. With the help and co-operation of these organizations, the Illinois Association of School Boards, and fifteen other state groups, the Illinois Association for Health, Physical Education and Recreation drafted the legislation now in effect. There were no dissenting votes in either the House or the Senate. Governor Green gave his enthusiastic support to the physical education bill because it was felt that the needs of both urban and rural children had not been given proper attention in health and physical education in many schools.

Health and physical education are not merely a matter of exercise. Under the terms of the law, each school child is required to have a health examination by a licensed physician, at the time he enters first grade, and not less than every fourth year thereafter. In school, each child is required to have a daily period of physical education equal in length to the regular periods of the school day. With the report of the physician's findings, the teacher should be able, wherever necessary, to adapt the entire school program to the

WITH the exception of the year 1929, when he was associated with Ben Avon High School in Pittsburgh, O. R. Barkdoll has been connected with Illinois high schools since he was graduated from the University of Illinois in 1929. Currently he is serving as assistant to Ray Duncan, state director of health and physical education. Since the adoption of the new physical education law in Illinois many questions have been asked as to the success of its application. Here Mr. Barkdoll answers these questions.

individual limitations of the child. The teacher, should in addition, stimulate interest in the correction of any physical defects discovered. In the event that it is not practicable locally, during a given year, to obtain the complete health examinations for all of the children of whom examinations are required, the teacher should make sure that at least the children, who appear to deviate from the normal, are examined. In every case, both with reference to the health examination and the daily period, the law includes the phrase "as soon as practicable."

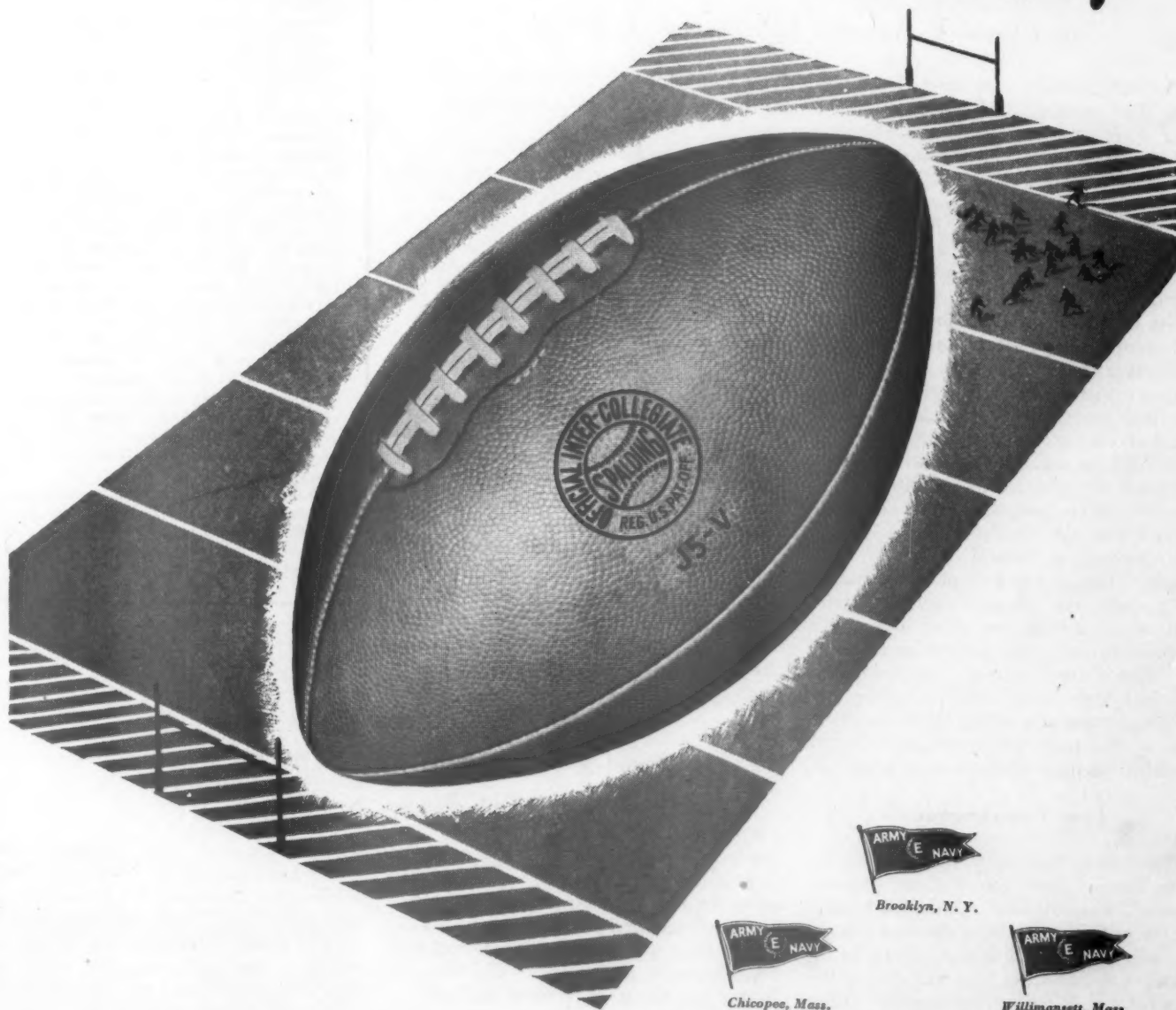
The greatest difficulty encountered in inaugurating the new program in high school was the shortage of teachers. Many teachers from other departments, however, have given valuable help in the emergency. I know of teachers from the departments of music, agriculture, shop, mathematics, science, history and English, who have given up their free periods to conduct classes in physical education.

Many schools are meeting the law under seemingly impossible conditions. At Morton High School in Cicero, where nearly five thousand students are enrolled, a daily period of physical education for every boy and girl in the school has been provided for a good many years. Based upon the number of students in the school, the physical facilities, which consist principally of a swimming pool and a boys' and girls' gymnasium are inadequate. Many classrooms and small areas, however, have been converted into space for additional physical education classes and there is practically no available room in the whole school that is not utilized to advantage for the teaching of physical education. Another interesting note concerning the program at Morton is that, before a student can receive his high school graduation diploma, he must be able to swim a specified distance and show evidence of having all known remedial defects corrected. During the school year of 1943-44, every student at Morton was given an X-ray as a screening measure in a tuberculosis control program.

One of the most serious objections which schools have to meeting the new law is that they lack sufficient space in which to conduct the indoor classes. Zion-Ben-

(Continued on page 33)

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Some Things We Have Learned About Physical Fitness

By Charles E. Forsythe, Lieut. Comdr. U.S.N.R.

SOMETIMES wars teach us things that we already should have known. Even then we often forget what has been taught us. Not the least among these forgotten lessons is the lack of physical fitness of our men and women which this war has divulged. World War I, which was hardly a scrimmage as compared with the present conflict, disclosed that one-fourth of the rather select group of men called for service at that time was physically unfit. Did we learn and profit from that experience? We most certainly did not, as evidenced by a statement made by the late Secretary of the Navy Frank Knox about a year and a half ago when he said: "We, as a nation, have had a frightful shock as we've come to realize that 50 per cent of the men who were called for service with the colors could not qualify for physical or mental reasons. That means a nation, one half of which physically could not defend its own freedom. That means a condition which is fearfully frightening and ought to give us thought. . . . One of the lessons we have learned in this war ought to be that the building-up of the physical side of young Americans is one of the most important and crucial tasks in the days after the war is over."*

Four Considerations

The title of this article indicates that we have learned some things about physical fitness. That we have. Although considerable criticism has been directed toward our educational institutions, it must be remembered that their activities during the war have been necessarily limited. Other agencies, likewise, have been remiss in their obligations. It is not the purpose of this discussion to indict any one group, but rather to point out a few things concerning physical fitness which have occurred since the war began, and which may show the way to better physical training programs after V-E and V-J days have become the beginnings of a new era of world peace. It is proposed to indicate: (I) Some of the things our schools and colleges actually have done since the war began; (II) Findings of the armed forces; (III) A brief presentation of the Navy physical fitness programs; (IV) The schools' jobs ahead in physical fitness.

*Speech before Touchdown Club, Washington, D. C., January 11, 1944.

I. ACCOMPLISHMENTS OF SCHOOLS AND COLLEGES

Since November, 1942, the writer, as a representative of the Navy, has taken part in nearly fifty physical fitness and recreation conferences held throughout the United States. These have been sponsored by the United States Office of Education in co-operation with representatives of the armed forces and by state and city physical and health education associations. For the most part, they have been held at educational institutions, and first-hand information has been available concerning war-time changes and adaptations in physical training activities. Suffice to say, a tremendous amount of attention has been given to physical training, especially in the upper-school grades and in colleges. It has been necessary to meet immediate emergencies first with the result that physical training in many of the lower grades and the programs for girls have suffered. In spite of material and man-power shortages, however, more and more in some areas has actually been done with less and less.

Stepped-Up Programs

Schools and colleges have built obstacle courses and established commando and pre-induction physical training classes for boys about to go into the service. They have stepped up their regular programs, instituted required periods for calisthenics, put in sessions for running, marching, and vigorous outdoor activities. Old and discarded gymnasium equipment has been re-conditioned so that the sometimes-questioned values of formal apparatus work could make their contributions to physical-conditioning the lads about to go to war. Athletic and physical training equipment has been made to last another year or two after it normally would have been thrown away. Many physical training teachers have gone into the service and others, without too much technical training, have carried on their work. In general, they have done good jobs too.

Athletic Competition

Many problems have beset the continuation of intercollegiate and interscholastic athletic programs. Lack of coaches, fewer men enrolled, insufficient athletic equip-

CHARLES E. FORSYTHE, LT. COMDR. U.S.N.R., was state director of high school athletics in Michigan before entering the United States Navy in August of 1942, and is now on leave of absence from that position. He is the author of the *Administration of High School Athletics* published in 1939.

At present Lt. Comdr. Forsythe is Assistant Officer-in-Charge of the Physical Training Section, Field Administration Division, Training Activity, of the Bureau of Naval Personnel and is stationed in Washington, D. C. His duty in the Navy has been concerned with the physical training programs established at all naval training centers, service schools, and V-12 college units. He was largely responsible for the preparation of the *Physical Fitness Manual for the U. S. Navy*, the publication which is the basis for the naval physical training program. He also was a member of the original committee of naval officers which prepared the *Navy Standard Physical Fitness Test*. As a representative of the Navy, Lt. Comdr. Forsythe took part in nearly fifty regional physical fitness institutes sponsored by the United States Office of Education in co-operation with the armed forces which were held throughout the United States during the last three years.

The information and conclusions presented in this article are the personal observations of the author and do not necessarily represent the official viewpoint of the Navy.

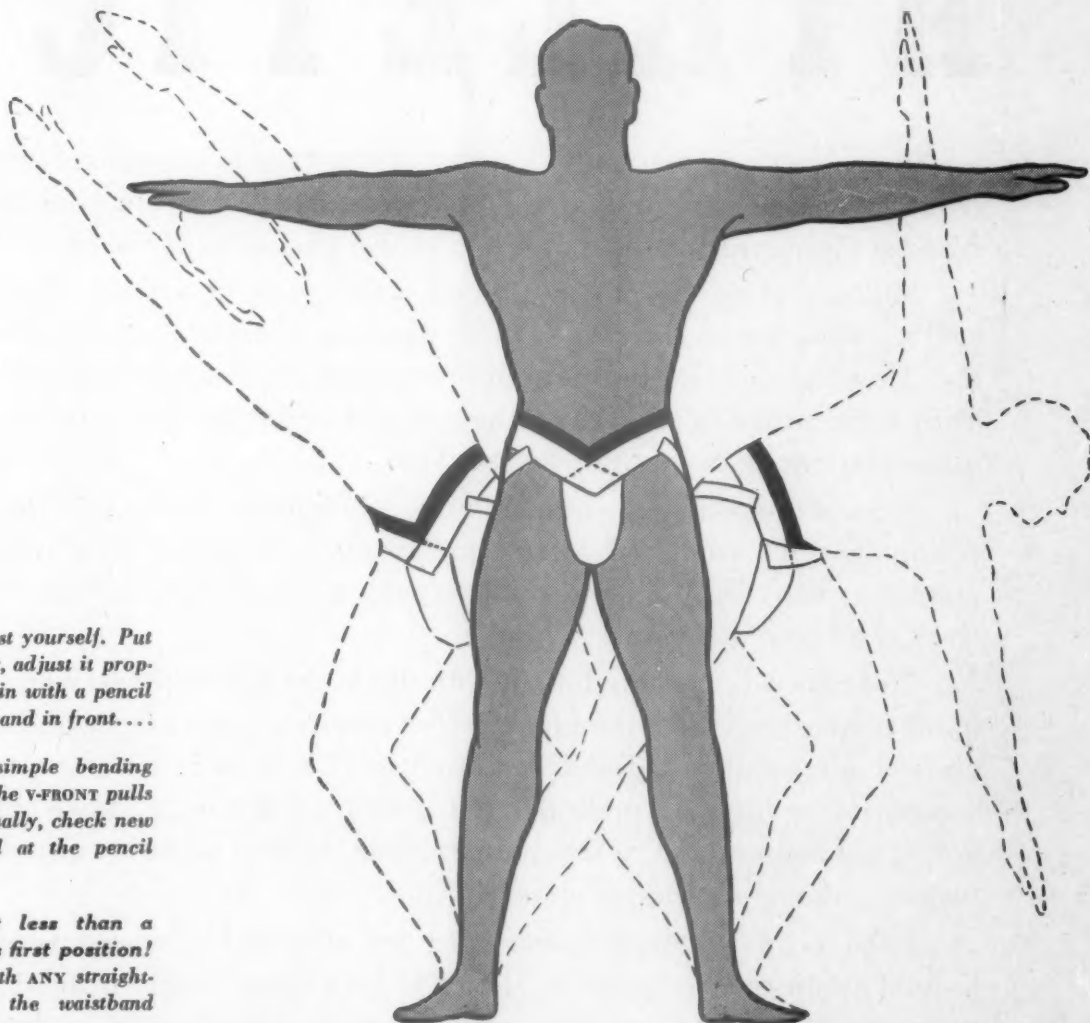
ment, difficulties in transportation, uncertainty of participation by military and naval personnel have been the chief difficulties in colleges and universities. In high schools, after the first difficulties in transportation were met, the programs have gone on much as before the war. There has been less reserve team competition, but despite shortages of men, coaches and sports equipment, the so-called varsity teams have carried on. Belts were tightened as far as travel was concerned, and often with good effect too, because many schools found excellent competition with neighbors near at home. The green light which the government gave transportation for, and permission to hold, high school and college athletic events, is indicative of the importance placed upon athletics, both from the standpoint of competitors and spectators. The Navy policy in allowing its V-12 trainees to participate in intercollegiate athletics is further evidence of its interest in competitive sports. Schools and colleges, able to keep faith with athletics, have given their boys and young men something invaluable.

II. FINDINGS OF THE ARMED FORCES

It is not intended to convey the idea that everything possible was done by schools, colleges, and other agencies, in getting
(Continued on page 24)

NO SLIP! NO SAG! NO CHAFE!

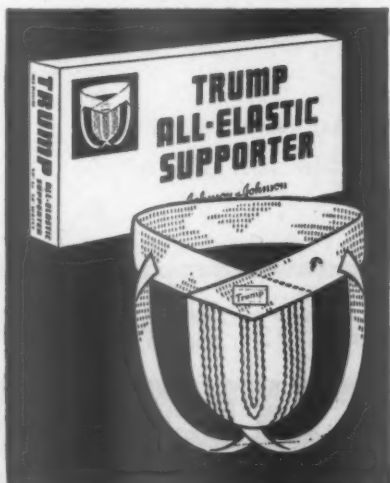
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ATHLETICS

There never is much rest for any of our men in actual combat. No wonder that even men of finest physique sometimes are broken! No wonder the nerves of some of the toughest are seriously shaken.

Millions of our boys have faced a thousand variations of physical and nervous torment on battlefields ranging from the Arctic to the equator. They have flown and fought in rarefied air miles above the earth. They have sailed into battle on the sea and under the sea...and they've given a glorious account of themselves.

Most of these millions of men will come back to America in far better condition than when they left; but many will return as physical or mental casualties. They should expect a community better fitted to meet their special needs.

The man who sweated it out with the tanks in Faid Pass, who roared in his Jeep across the mine fields before Bizerte... the man who brought home his crew in a riddled Bomber from Cologne or who crept in his submarine to fire a torpedo into a Jap ship off Guam... these men will not easily settle down at machine or desk, unless off-hours provide release for their hair-trigger energy.

Even battle itself was too mild for such men, where resistance proved slight on the beaches of Sicily. Like these highly trained troops at the hour of assault, millions will return in prime condition, keyed to a high intensity of action. Nerves set for life-and-death combat will need release in vigorous physical activities that demand "trigger" judgments, personal responsibilities and "team"-play.

Sports will then serve them well by helping them turn their energies to useful pursuits that build successful lives; and sports will serve

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The ATHLETIC JOURNAL**

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IN THE POSTWAR

the Nation well by keeping the restless energy of these millions of men in constructive channels where they help build the future of America.

Whatever the Government is doing and may do about the rehabilitation of the wounded, and nervously impaired or about the adjustment to peacetime life of those who return in fine physical condition, it will remain for every community to assist in creating an America that is physically fit.

The responsibilities for physical fitness is first and foremost in a democracy, a personal one. People must be made to feel that it is their patriotic duty to develop and maintain in themselves a condition of physical fitness adapted to demands of the America of today as contrasted to the America in the lush period of pre-Pearl Harbor.

Physical Fitness is an institutional responsibility of schools and colleges, industry, labor, churches, social agencies, clubs, and patriotic organizations. They must all strain themselves to do everything within their means to promote interest in and provide opportunities for physical fitness.

Physical Fitness is a public responsibility. It is the responsibility of each State and Municipal Government. Fundamentally, physical fitness is a people's program and as such demands that all of the people be provided with the necessary opportunities.

Physical fitness, like any other program designed to touch all of the people, will involve legislation, organization, financing, leadership, facilities, equipment, program and promotion. Practically every agency can make its contribution in one way or another. Let's all do our part.

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Off-Season Football

By Merlin Miller

Football Coach, Roosevelt High School, Fresno, California

It won't be long now before the thud of blocks, the sharp explosions of toe meeting pigskin, and the cries of cleated athletes will be echoing across the nation's grid-irons. Summer practice soon will be underway. Here, the ATHLETIC JOURNAL presents the off-season practice program of one of California's most successful young coaches, Merlin Miller, who credits his off-season theories for the spectacular success his Roosevelt High School, Fresno, elevens have enjoyed.—The Editors.

FOOTBALL games are won and lost during the off season.

This is the hypothesis on which we base all of our football planning at Roosevelt High School. And, I might add, it is paying off.

The past four years have seen Roosevelt High's elevens win four league championships, with impressive ease. Over this stretch no team has beaten Roosevelt badly.

It is our hypothesis because we believe that the fumbles, the messed-up plays, the short punts and wobbly "interceptable" passes that cost ball games can be avoided by diligent practice long before the season opens. At least, these and all the rest of the "bad breaks" can be cut to a minimum, and an outfit that doesn't make many mistakes is a "tough" outfit to whip.

Mechanical efficiency, absolutely necessary to a winning team, cannot be attained during the competitive season, when the minds of players are absorbed with strategy for the week's game, and thoroughly upset by the accompanying pressure and excitement. Perfection can come only when the pressure is off, when there is no particular hurry—in other words, only during the off season.

We also believe that a boy during the off season can come to love the game to a degree that would be impossible during the fall, when its all work and pressure, and his every move is subject to the critical scrutiny of his foe, his coach and the spectators. This love for the game cannot be underrated, for spirit is no less important to a winning aggregation than mechanical perfection.

Following the 1943 season, my fullback, Emery Mitchell, rated as the finest college prospect in the San Joaquin Valley, cornered me.

"You know, the first time I really got the feel of football," he admitted shyly, "was in off-season practice. That's when I really got to like the game, the rough and tumble play."

Last season Roosevelt's All-Fresno quarterback, Lee Heitzig, wound up with the reputation as one of the coolest, most con-

fident and cockiest players in the history of the league.

"Guess I have to thank off-season practice," he laughed. "That's when I developed self-assurance. That's when I learned that I could do almost anything I wanted, if I tried hard enough."

Heitzig added that he also could trace his first love for the game to off-season practice.

"I discovered a lot of satisfaction in learning how to block and tackle, handle the ball and run correctly," he said, "and then putting the knowledge to use. It was a real thrill."

Imagine what would happen to a boy's spirit, on the other hand, if he entered an important game in the fall, and before his opponents, his coach and team mates and the spectators, committed a glaring error. It's happened many times—a ragged tackle, an ineffective block, perhaps a bad punt or pass that spells defeat. He would become soured to the game. His confidence would be deflated to a dangerous point. He would lose his zip.

Then, his team mates would lose confidence in him. Bickering would start among the players. "He should be taken out of the line-up banished from the squad," is what they would think, although they actually would not say it.

A team in this mental state is a "push-over" for a team well drilled and confident. A team in this state invites defeat.

Seldom, if ever, can a team, lacking confidence and torn by discord, rally during a season. It doesn't have the time to spend on fundamentals, to perfect blocks and tackles, ball-handling, and all of the other phases that create and build up confidence. As I see it, this can be accomplished only during the off season, when mistakes are expected, when there's plenty of time in which to polish and re-polish.

With this belief—that confidence and the old winning spirit come hand in hand with personal satisfaction in performing

MERLIN MILLER was graduated in 1932 from the University of Redlands, California, where for two seasons he was captain of the track team and an outstanding 440-yard runner. Since 1932 he has been in high school physical education work, coaching in Bakersfield, California, before joining the faculty of Roosevelt High School, Fresno, California, in 1941. Playing in one of the "toughest" leagues in the San Joaquin Valley, an area which annually produces a "bumper" crop of future college stars, his football team has won the championship the past four years.

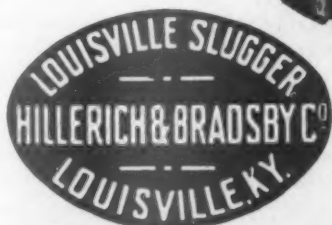


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the various chores of the game with machine-like precision and with keen efficiency—we, at Roosevelt, devote 99 per cent of our off-season practice period to the simplest fundamentals. Hours on passing and punting, place-kicking and kicking-off are prescribed, hours of pass-receiving, too, and catching punts. These are simple things in a highly technical game, but they are the "heart" of the game, too.

Ball-handling comes in for a great deal of attention. We work on spinners, fakes, and just holding the ball correctly until the movements involved become habitual to all of the backs. We stress relaxation at all times, and speed and smoothness.

We teach only a few simple blocks to linemen, such as the shoulder and cross-body, and have the boys work on these until they can flatten an opponent, or tie him up effectively, with their eyes blindfolded. In tackling we stress speed and drive, pointing out that, in nine out of ten collisions, the boy who is shaken up the most is the boy who hits hesitantly and with fear of injury.

With this work on fundamentals we bring in some theory. The quarterbacks, especially, are drilled on plays for all occasions and situations. All the members of the squad are required to sit in on these quarterback drills, so they will know what they must do to make a play work, and what can be expected of the play.

Throughout the off-season training period, we are especially careful to make each day's work as interesting as possible. We stress informality at all times, but require the boys to do their work with deadly earnestness.

The practice period always is concluded with an intrasquad game, sometimes two, designed to inspire the boys with the old "try," and to build up their interest in the fall campaign.

This may not sound like much of a workout for the spring or summer, that there is little novelty behind it, and less thought. It isn't a glamour program, and if there is a main point in it that is to make a boy proud of what he can do on a football field. With this personal satisfaction, we have discovered that boys develop an unbeatable complex.

Keeping Well and Physically Fit

The armed forces have insisted that their personnel keep well. One of the greatest jobs accomplished in the transition of men and women from civilian to military life has been the attention paid to their health and well-being. Men and women came into the service malnourished. They did not know what foods were good for them. Apparently, many never had been impressed with the importance of sleep, rest, and relaxation. Many men did not have the faintest idea what to do to get themselves in good physical condition. Neither did they know how to maintain physical fitness, once it had been attained. Sad to say, many men were not too interested in either of the above items for their own personal benefit. In their early schooling many men had gained an almost unholy hate of so-called physical training. They complained that their experiences in physical education, as it usually is termed in schools, had been uninteresting and thoroughly disliked. The only general exception was athletic games which often had not been too well organized or supervised.

Some Things We Have Learned About Physical Fitness

(Continued from page 18)

ting their young men ready physically for war. Far from it. Physical deficiencies of men coming into the service have been, to a large extent, the result of their own negligence, or the lack of opportunity for participation or guidance in well-supervised athletic and physical training activities. It should be kept in mind that this discussion deals only with men actually inducted into the service, not the fifty per cent rejected because of mental diseases, mental and educational deficiencies, venereal diseases, physical defects, or for other causes. At the present time both the Army and Navy are spending considerable time, effort, and money to correct remediable physical defects and to aid in the attainment of minimum educational qualifications of men now accepted for military service.

Muscular Deficiencies

What are some of the things the Navy has found out about the physical fitness of men coming into the service? Their arm, shoulder girdle, and abdominal muscles are weak. Many of them cannot chin themselves more than two or three times, if that many. Posture is not good, either from a military or health standpoint. Push-ups or sit-ups are difficult for them to do and cannot be performed in anything like acceptable amounts. Leg muscles, generally, are better than was anticipated. Most of

our games are "leg games" such as football, baseball, softball, basketball, track activities, etc., which undoubtedly accounts for leg development even though we, as a nation, have been accused of having "automobile legs."

Inability to Swim

Twenty-eight per cent of the white enlisted personnel of the Navy is unable to swim fifty yards when they come into the service. Eighty per cent of the Negro inductees cannot qualify as swimmers. Many men barely able to pass the Navy Swimmer-Third Class Test (swim fifty yards) are not at home in the water and have to be given additional instruction. Lack of facilities available to Negroes has accounted to a large extent for the high percentage of non-swimmers among that race. As expected, the percentage of swimmers has run highest among men from the coast states and Great Lakes region, and lowest among men from the states of the plains and from the South. It is a shameful indictment against us as a nation that, somewhere in our educational or recreational programs, we have not insisted that the pleasant and interesting chance of learning to swim was made a requirement of youth instruction. It is just one additional way of giving a man or woman a better chance to save his life. *It is impossible to be too good a swimmer!*

Survival in the Open

The Army and Navy, particularly the aviation branch of the latter, could have been saved considerable training time if men coming into the service had known more about life in the open. Familiarity with outdoor life, camping, hiking, woodcraft, and knowledge of edible herbs and shrubs, were sadly lacking. Men who had had Boy Scout, hunting, and fishing experience were the best fitted in these fields. It sometimes appears as though our schools had been too busy with some things less practical than teaching boys and girls to live with bounteous nature and enjoy it.

Games and Skills

At the huge naval training centers one of the sad sights has been the men who stand around during the periods of athletic games *because they do not know how to play*. They had not learned the simple skills of common games in which large numbers can participate. Too much time in schools had been devoted to *improving the skills* of those already endowed with considerable aptitudes so that they could compete as members of interscholastic and intercollegiate teams. The implications of that statement should not be misunderstood because the writer would be the last person to belittle the importance and benefits of interscholastic or intercollegiate athletic competition. They can be among the most valuable experiences of high school and college students. We should have more instead of less of them. But the chap who does not make the varsity or reserve teams should also learn many games. In fact, a criticism sometimes di-

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rected against varsity athletics is their narrowness in scope, causing participants to become one-sport minded. True, we enjoy doing the things that we do well, but the plea here is that boys and girls have the opportunity to learn the rules and become at least fairly proficient in skills of many games. To see the large play areas at naval recruit training centers, filled with thousands of men participating in many different games, is a sight which gives a little inkling of why we're fighting this war. *Democracy and sports are allies too!*

III. NAVAL PHYSICAL TRAINING PROGRAMS

The Navy Physical Training Program will be discussed briefly. Pre-flight physical training for aviation cadets has been under the direction of the Bureau of Aeronautics and is an intensive, sports-centered program. It has been conducted at pre-flight schools initially and then continued at subsequent aviation training centers through which naval aviation cadets pass before assignment to duty. Since the experience of the writer has been concerned chiefly with the recruit, V-12, and officer-training programs, this discussion will be limited to them. Rather different problems presented themselves in the physical training programs possible, or necessary in training several thousand selected men for naval aviation, and those programs for the several millions of recruits for assignment to the fleet, advance bases, and continental shore establishments. Both have done excellent jobs in their own fields.

Physical Training Instruction

Early in the Navy Physical Training Program several thousand outstanding athletes and men who held college degrees in physical education were recruited as physical instructors (Specialists (A)). Some of the best-trained men in the nation were obtained for the Navy program in this manner. They have done a great job in physical training and athletics, as company commanders, in recruit training, in rehabilitation physical training in hospitals, and in all other assignments. Over three thousand of these Specialists (A) have become commissioned officers with a big majority of them going into general duty, much of which has been in the armed guard and amphibious service. Here also they have rendered excellent accounts of themselves. At each recruit training center, at service schools, and at many other naval activities, physical training officers have been assigned the responsibility for establishment and supervision of the physical training program. A physical training officer also has been a member of the staff of the Director of Training of each of the continental naval districts. They have had supervisory duty over the physi-

cal training programs at all naval activities in their respective districts.

Physical Fitness and Swimming Tests

Easily-administered, comprehensive physical fitness and swimming tests were established early in the physical training program. They are given at the beginning and conclusion of various types of training, and not only fairly accurately measure the general status of fitness and progress of trainees, but also indicate weaknesses or points of emphasis to which attention should be paid in the program itself. Five items constitute the Navy Standard Physical Fitness Test: (1) squat-thrusts; (2) sit-ups; (3) push-ups; (4) squat-jumps; (5) pull-ups. The test was set up so that it might be given to large numbers of men at one time, so that it could be scored easily, given to men concentrated in small areas, and administered without the use of extensive equipment. No running event was included so that the test might be given aboard ship if necessary. The items of the test are good exercises as well as measurements of physical fitness.

The Navy Standard Swimming Test is in three parts: (1) Swimmer—Third Class; (2) Swimmer—Second Class; (3) Swimmer—First Class. The minimum requirement for classification as a Swimmer—Third Class is to enter the water from a height of at least five feet and swim fifty yards. This simple requirement was established so that it could be administered easily to the hundreds of thousands of men receiving naval training. The Second and Third Class Tests have added requirements including ability to stay afloat, perfection of strokes, use of carries and breaks for them, underwater swimming, and use of flotation gear. A swimmer just able to pass the Third Class Test is considered to be "a swimmer who needs help." A Second Class Swimmer is one "able to take care of himself." The First Class Swimmer is designated as "one able to help others."

Swimming has had a top place in the Navy Physical Training Program. Instruction in this activity has been a "must" at all recruit training centers, service schools, midshipmen's and officer indoctrination schools. At recruit training centers non-swimmers are given additional instruction over and above the ten-hour minimum allowed for swimming during the period of training. *They learn to swim on their own time*, and it is remarkable how many of them qualify as Third Class Swimmers. Abandon-ship drills and resuscitation instruction are stressed as well as fundamental swimming skills and rescue drills. At the completion of recruit training, the percentage of non-swimmers is reduced from twenty-eight to less than three per cent for whites. Among Negro personnel approximately 50 per cent still is unable to

swim when the recruit training period is concluded.

Physical Training Activities

Included in the Navy Physical Training Program are such other activities as obstacle-course running, athletics, boxing, wrestling, tumbling, calisthenics, mass games, jog-marching, relays, running, rope climbing, weight lifting, apparatus work, and posture training. These activities are regularly scheduled and voluntary athletic participation is additional. Thousands of men have learned the rudimentary skills of many games which they had never seen before coming into the Navy. Calisthenics and mass activities have been a method by which large groups were handled in relatively short periods of time. Extensive use has been made of obstacle courses. They are a method by which group exercises have been conducted and are used a great deal at recruit training centers and V-12 units, especially.

At college V-12 units the physical training program has been divided into basic and maintenance phases. During his first semester a trainee receives vigorous conditioning activities consisting of calisthenics, running, combatives, etc. After he is able to score at least fifty in the Navy Standard Physical Fitness Test, the trainee is then assigned to the maintenance phase of the program, in which he competes in at least two competitive athletic activities and may continue to do so as long as he maintains a Physical Fitness Test score of fifty. If he falls below that minimum, he is reassigned to the basic course. The general plan envisioned in these programs is that of first getting men into good physical condition, and after that is attained, of allowing them to maintain themselves satisfactorily through more interesting athletic competition. It has worked out very well.

IV. THE SCHOOLS' JOBS IN PHYSICAL FITNESS

This article dealt first with emergency adaptations made in high school and college physical training programs at the start of the war. Then followed a recitation of some of the shortcomings found by the armed forces in the men coming into the service. There also has been a brief presentation of the Navy Physical Training Program which has been set up for men of the fleet. The concluding section will consider some of the things to be expected of schools and physical education after the war. Great gains have been made in bringing the importance of health and physical education to the front. It behooves the physical education profession to see that these gains are not lost. While it is realized that to prognosticate is dangerous, it does seem apparent that many of the things mentioned here will be matters of major consideration in the immedi-

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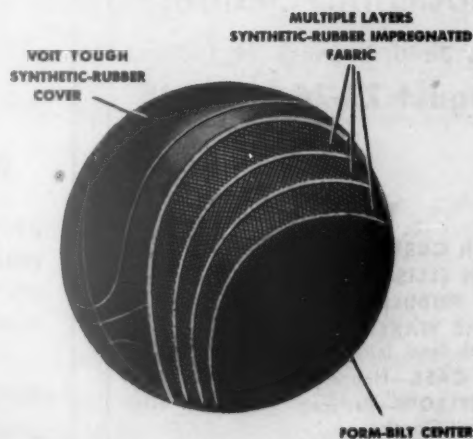
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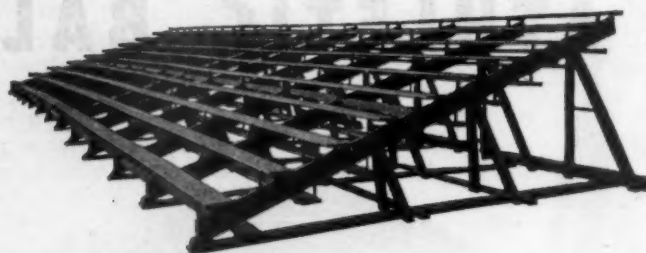
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It is inevitable that physical education, athletics, health education, recreation, and camping will be much more closely associated with each other than in the past. And why shouldn't they be? After all, they all deal with the same person, and concern his physical well-being. Many of the facilities and staffs of schools and recreation organizations will be used interchangeably. In some parts of the country camping already is a summer extension of the school year and camps are run by boards of education. Considerable saving may be effected if organizations with the same objectives combine and use the same facilities. There will also be less unnecessary administrative and man-power duplication.

Within the physical education profession itself there is a job to be done. Antipathies which seemingly have existed between the so-called physical educators and athletic coaches must be healed. It has been a most regrettable circumstance when these two groups sometimes have belittled the work of each other. Athletics have a place in over-all physical education and the values to youth from each are important. On the other hand, the day of "throw-out-the-ball" physical education is over. School men, and with cause, are going to demand that well-organized and well-supervised physical education programs are made part of the curriculum of their schools. There should be a gradation of physical education instruction. It must fit in with the rest of the schedule of a student and not be the catch-all after everything else is arranged. Athletic activities in schools never should be the "tail that wags the dog." They simply should take their place *along with* the other activities of the school, and yet it should be realized that athletics are of natural interest, either to participants or spectators, to a far greater percentage of the student body than anything else sponsored by the school.

Make Physical Education Attractive

Let's makes physical education attractive! Classes must be well organized and *every one* should be kept busy. This takes planning, but so does everything else that is well done. Much of the monotony of formal physical exercise can be eliminated. Variations in class procedures, the introduction of competition and team spirit in class activities, insistence upon the same type of supervision and discipline expected in other school work are among the things that will improve physical education. It must be the continual aim of physical educators to raise the standard of physical education instruction so that it is attrac-

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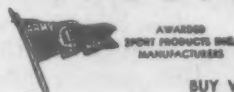


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Would you like suggestions on organizing your community's plans for a Living Memorial to honor the memory of its World War II service men and women? For helpful information, write to George M. Trautman, Chairman, American Commission for Living War Memorials, 30 East Broad Street, Columbus 15, Ohio.

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tive both to students and school administrators. Physical education, as such, is not a subject—it is an overall experience for those who take it. Children play and exercise from the time they are born. We are missing a great opportunity if we do not seize the natural interest that students have in athletics and physical activity and use it in physical education.

Unpopular to Be Physically Unfit

During the war a great deal of attention has been paid to the health and physical condition of young men, both prior to their induction into the service and after it. It almost has become unpopular to be physically unfit. If that conception can continue after the war, it will aid considerably in raising general standards. To have found that 50 per cent of the expected prime of young manhood was physically unfit to serve their country was a terrible shock. *We must not let it happen again!* Schools and communities increasingly are going to demand that medical, recreational, and physical training opportunities are not reserved for the few. It is a matter of concern to this nation that its young people get the right start in life by having remedial defects corrected, by being given the right to play, and by having the chance to improve their own physical condition satisfactorily. We must bring about a realization that it is a citizen's duty to be a good all-round representative of his country and, if necessary, be able to defend it. Our schools have been long on theory in health instruction. It is about time we give consideration to health services as well. State medicine is not the implication of that statement. Rather, facilities and professional services ought to be within reach of all. Federal, state, and local governments, or divisions of them, should have the responsibility for seeing that, from a health and physical standpoint, all their citizens get as nearly equal a start in life as is possible.

Swimmers All

As stated previously, *"It is impossible to be too good a swimmer."* In this great nation of wide-open spaces, lakes, rivers, beaches, parks, swimming pools, and recreation centers, it is a sad commentary that well over one third of the male population is known to be unable to swim. No accurate statistics are available on the number of women who cannot swim. Our schools, colleges, and recreation organizations must do something about this. In a few school systems it is required that high school graduates be able to swim. In many schools swimming instruction is a definite part of the physical education program. Aside from being a possible means of saving one's own or another's life, it is a form of activity and recreation in which one may engage practically all his life. It is an excellent

physical conditioner, and is fun too, when fear of the water has been eliminated. In some schools and colleges the swimming pool has been a haloed sanctum for the varsity team. Often it has been too much trouble to teach ordinary boys and girls to swim. The natatorium is an expensive piece of equipment and one that should have maximum use if it is to be justified. Is your school, or are you a school administrator or physical education instructor, who has the searching finger of some drowning lad in the armed forces pointed at you, when he said, *"Why didn't someone give me the chance to learn to swim?"* There have been many instances of death resulting from this brand of "too little, too late" instruction which might have saved a life. Schools, colleges, recreation, and physical education cannot afford to be partners with such a situation another time.

More Sports Competition

Teach boys and girls to play various and many games. Arrange for more competition between schools by classified teams. In some states schools are classified according to size, thus, competition is equalized to some extent. Among groups of schools there are teams organized on height, age, and weight combinations, or on any one of these items. As many as four teams from one school compete with other schools in the same sport, and the games played by all of them are taken into consideration in determining season and league standings. Broad-based intramural programs must be the foundation for sports activities. If boys and girls, and men and women learn a variety of games early in life, it is much more likely that they will become proficient in one or more of them in later life. The hundreds of thousands of service men and women returning to civilian life after the war will bring with them a much greater familiarity with many more sports activities than they had before they went into the service. Schools and other organizations should capitalize on their interests to aid in getting adequate sports programs and play facilities established in their communities. A fine gymnasium, swimming pool, recreation center, athletic field, playground, winter sports center, or camp may well be a living war memorial by which other people may be given the opportunity to live better and longer. *"It pays to play"* is a well-worn but well-said slogan. Teach 'em lots of games!

Out-of-Doors Activities

The great out-of-doors offers unlimited opportunities for health, physical activities, and recreation. We have made excellent beginnings with such organizations as Boy Scouts, Girl Scouts, Camp Fire Girls, camping clubs, nature study groups,

youth hostels, etc. But they are only beginnings! The work of the Boy Scouts, for example, has given more men an acquaintance with simple out-of-door life than any other experience they have had. We need more such organizations as those listed above. Camping, scouting, hiking, and experience of living in the open are phases of the education of young people that schools and colleges are going to assume in increasing proportions. We must also bring about a frame of mind on the part of young and middle-aged people that out-of-doors activities are not reserved to children and adolescents. It should be a popular accomplishment to know how to survive-on-your-own after you're past the age limit of a boy or girl scout. We should belong to their organization for life.

Basic and Maintenance Physical Training

A legitimate question may well be asked, *"How is physical education going to meet the new challenges it faces?"* Sometimes it is wondered what, if anything, is to be new in physical education. No one knows the exact answers. It is possible, however, that some of the tried-and-proved good elements in physical education of long standing will be combined with the best features of the streamlined programs that have worked so satisfactorily in the experience of the armed forces. Here is one possible way to attack the problem. It may be feasible to establish standards by means of accepted graded physical fitness tests for students of various ages or grades which should be met. These tests can be the result of data obtained from various classified groups. A basic program composed of prescribed activities should be designed as a basic course to bring students up to the acceptable level. Such a basic program should include vigorous conditioning activities. When the physical fitness test shows that the accepted standard has been met, then students should be transferred to the maintenance program. This program should differ from the former in that its chief function is that of maintaining the physical fitness level attained by the student as well as that of giving him the opportunity to take part in many activities and learn new games and skills. It is to be largely a program of competition, which usually is much more attractive to those participating in it than formal exercises. It should be understood, however, that swimming is to be included both in the basic and maintenance programs. If the physical education profession will dedicate itself to the definition and performance of its new tasks, and realize that it has one of the biggest jobs in education, progress will be made. It will not be easy—but it is a challenge.

Fitness is an overall thing. Physical fitness is only a part of it, but an important one. It does not matter how educated



Illustration 1. The Square Stance or Box Stance—This stance is the most common for the average golfer or beginner. The feet are not too far apart with the weight distributed equally on both feet. The toes are pointed straight ahead and perpendicular to the line of flight of the ball when hit. With the drive the ball is played directly in line with the left foot.

Illustration 2. The Open Stance—As the player begins to play more golf, he will gradually open his stance which will allow more freedom in the follow-through. As you will notice the position of the feet differs from that of the square stance in that the left foot is dropped back a little and the left foot is opened to the left. The toe of the left shoe is pointed more in the direction in which the shot is intended to go. This stance is employed by the better players when an intentional slice is needed.

Illustration 3. The Closed Stance—This



stance is just the opposite of the open stance. The left foot still faces straight ahead while the right foot is dropped back slightly and away from the line of flight. The toe of the right foot is turned away to the right and back. This stance is employed to keep from slicing and the player will usually get a longer ball with a slight hook on the ball.

Illustration 4. Playing an Uphill Lie—When you have a shot with an uphill lie, especially with the wooden club, your feet should be in the position of the player shown in illustration 4. The right foot will have most of the weight of the player placed upon it due to the uphill stance. The ball should be played even with the left foot and the swing should be along the slope of the hill.

Illustration 5. Playing a Downhill Lie—Most players have difficulty on this shot because they have trouble in raising the ball into the air. The average player makes the common mistake of playing the ball off of the left foot and in doing so, he hits the ground behind the ball or swings over the ball and gets a topped shot. The ball should be played more off of the right foot on the downhill lie and the swing should be a little more upright. This will enable the player to come into the ball sooner and, therefore, avoid the topped shot.

Illustration 6. Playing a Side-Hill Lie with the Feet Above the Ball—The tendency here is to not stay down to the shot and again the player will get a topped shot or a bad slice. Here the open stance is the better and the player should swing a little more from the outside in. Be sure and grasp the club as far toward the end of the club as



possible. Stay down with the shot until completed.

Illustration 7. Playing a Side-Hill Lie with the Feet Below the Ball—The tendency here is to hit behind the ball or get a very bad hook. To avoid this take your regular stance and then turn the back foot a little to the right and back. This will more or less tie the right foot so that the player will not follow through so easily and hook the ball. It is also important on this shot that the player choke somewhat on his grip, that is, catch lower on the club.

Illustration 8. Playing a Pitch Shot—The average player makes the common mistake of playing his feet too far apart on his pitch shots to the green. In doing this he locks himself completely and does not allow the pitching club to do its job. The feet should be close together and the ball should be played off of the right foot.

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a man or woman may be, or how many honorary scholastic medals he or she may have received, if he is not able to carry them around, usually, they do not do very much good. Stated simply, to be mentally, physically, scholastically, and socially fit is the acme of perfection. Physical education has its part to play in over-all fitness along with all the other factors—and under no circumstances should it ever be relegated to a secondary position.

Physical Fitness Dividends

Unless a venture pays dividends, we usually consider that it was not a good investment. So it is with physical fitness. Better health, better physical condition, athletic and competitive experience, the chance to observe some of the finer attributes of comradeship and friendship, all these and many more, are physical fitness dividends. There are other considerations, however. When one receives a dividend from an investment, he must have put something into it in the first place. There is a great opportunity in physical education to teach this lesson. Along with every privilege or benefit one receives, there is a responsibility that goes along with it. Too many people see only the receiving end of things and fail to realize that democracy is a balance of the responsibilities we assume and the benefits we receive. The realization that each of us has obligations and responsibilities is most important. In physical education activities, in games and sports, we have naturals for teaching this sort of thing. Boys and girls must learn early in life that if responsibilities are shirked, or if violations in accepted codes are committed, disappointments or penalties usually ensue. Penitentiaries are filled with men and women who, sometime during their life, did not learn this lesson. When a foul is committed or there is a rules violation in a football or basketball game, there is a penalty inflicted, and the players know that this will happen. Possibly, such lessons may have some carry-over values into later life. Respect for authority and learning the importance of assumption of responsibility are invisible dividends of physical education and athletics which are extras, over and above those usually paid.

We must maintain the initial impetus for physical fitness which the war has started.

We do not want a race of Amazons or super-men and women but we do want a physically fit America. Right now we should resolve; "It must not happen again."

The Discus Takes Work

(Continued from page 9)

five to seven throws in the discus, also for distance. Finish up with jogging and running several hurdles.

Thursday: Warm up and exercise a little longer than usual, remaining completely relaxed. In exercising emphasize those movements which will loosen up all of the throwing muscles. Do not overdo, and do not touch the weights.

Friday: Dress thirty minutes before the start of the first weight event. Warm up as usual, then loosen up with several standing throws. Work easily in the ring, throwing for about three-quarter distance. Do not throw after competition.

Saturday and Sunday: Work out easily on one of these days, exercising rather heavily. Run a little, then drill on perfecting form in the ring, but without weights.

Thompson will be graduated from high school in June and will be called into the army, from which he had been deferred to finish school.

Until the war ends, Byrl will be tossing his weight for Uncle Sam, but when the war is over it will be back to Minnesota for the well-built discus star.

Remember the name—Byrl Thompson. He will be shooting for the National Collegiate title to add to his interscholastic crown, and don't take any bets he won't be making it.

Physical Education in the Illinois Schools

(Continued from page 16)

ton with 550 students actually carries on a daily program using but one average-size gymnasium. Obviously, the classes are unusually large, but the organization is excellent and an orderly procedure has been worked out for receiving towels, for dressing, undressing, and taking showers. The school administrators feel that the good which the students are receiving from daily activity, even as members of large classes, far outweighs the alternative of attending class but two or three times a week. That the community of Zion-Benton is behind the new program is evidenced by the fact that a physical education demonstration was presented to a packed gymnasium on three successive evenings. The profit from these demonstrations amounted to nearly one thousand dollars all of which will be used to improve the program further by purchasing additional equipment.

High school enrollment is reduced considerably during these war years, and many schools have vacant rooms. Numerous physical education activities do not require a huge gymnasium with a high ceiling, and may be conducted in a classroom of ordinary size: wrestling, boxing, tumbling, apparatus work, folk, tap, gymnastic and square dancing, balancing, baton twirling, flag swinging, rope spinning and skipping, gun spinning, club twirling and juggling are a few such activities.

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All other games must stop until the day when we have won the greatest contest of all. The boys who have played over our sports nets in the past, are now fighting under them, and it is up to us to keep them covered and safe. Definite improvements in "INVINCIBLE" nets, born of intensified research of war time production will bring a great advancement in the quality and design of our sports nets line in the Post-War period to come. However, until victory is assured, R. J. Ederer Company will continue to turn their full sports nets resources and facilities over to military needs and the winning of the game of war.



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HEADS UP FOR VICTORY!

A number of the larger schools such as LaSalle-Peru, New Trier, and practically all of the Chicago high schools were providing a daily period of physical education prior to, or shortly after, Pearl Harbor. Oak Park, Morton, Crystal Lake and Dundee had programs equal to, or beyond, the provisions of the new law years before World War II.

Many school administrators have spent a great deal of time and energy in devising programs for their own situations and several are masterpieces. At Harlem of Rockford with 271 students, the small gymnasium is shared with the children of the elementary schools. Here the physical education program is considerably complicated, but, after careful study, it is evident that the time required by the physical education law is set aside for all pupils.

At Wyoming, a school of 123 students, another unorthodox program is in operation which consists of alternate periods of different lengths. Wyoming, as is the case in three other Stark County high schools, has approximately 75 per cent of its students from rural areas. The school provides the children with the regular courses, including chemistry, physics, agriculture, band, chorus, a daily period of physical education and a full athletic program. All of the above, including varsity team practice, must end by 4:15 each evening at which time the students leave for home on the buses.

A large percentage of high school administrators are genuinely interested in the physical education program and have done all that is possible to have their schools comply with the requirements of the new law. Their attitude is that the new law has given them support in providing an intensified program which they have wanted for years. They believe that the present emphasis on health and physical education will continue after the war. Dozens of principals and superintendents have written in to the state office, asking that some member of the physical education department visit their schools to evaluate their facilities and offer suggestions upon how to improve their present programs.

The elementary schools found no difficulty in meeting the time requirement for the activity program. Where the physical education period was not a definitely scheduled period during the school day, a 20-minute period in the morning and one in the afternoon, with the usual recess eliminated, solved the time problem.

Enthusiasm for the new physical education program has been manifested by many groups. Pupils enjoy the school day more. Teachers report better school-work after activity periods. With the surplus energy turned into proper channels, janitors' troubles caused by vandalism have been ended. Parents report pupils come home from school, ready for

study and rest. Teachers who have helped in the program exhibit zestful living because they get some much-needed exercise and fresh air.

Lawrence County culminated a year of special emphasis on health and physical education by celebrating with a field day in the community park at Lawrenceville. In addition to the regular track and field contests, games and relays, demonstrations of successful, enjoyable physical education activities were conducted by several schools. The hundreds in attendance manifested unusual interest in this part of the program.

Fayette County's field day attracted so many entries that preliminaries were run off in six localities before the final day in the county seat at Vandalia.

The lack of physical fitness of the draft-ees called our attention to this phase of an educational program. If physical fitness makes us better soldiers, we will be much more efficient as civilians if we continue to improve this program in peace time, and make forward strides as we have done so far in war time. Efficient living is impossible without health and fitness. Our responsibility as educators is to devote our efforts to developing healthy, intelligent boys and girls who are physically, mentally, and socially fit to take their places as citizens of our great nation at a time when nations must be physically strong in order to survive.

Where There's a Will

(Continued from page 13)

tion, and he transfers it into the baseball action.

At the plate, he chokes up a bit, holding the bat about an inch higher than a player with two hands. He won't, of course, hit with tremendous power, but he does get every ounce of possible strength into his swing.

That more than anything characterizes this boy who hopes his example may help some of the returning veterans realize that their sports days are not past, even though they are seriously handicapped by wounds.

His father has been his inspiration as well as his teacher. Bevans senior played baseball himself, and still retains the true fanatic's interest in the game. He, too, pitched and caught, so he could impart to his son many of the fine points.

Certainly the courage of this boy to conquer timidity, sensitivity, and all the train of unfortunate consequences which have arisen from an accident that cost him so dearly is a challenge to anyone who complains he cannot perform a task. He and Pete Gray have at least one thing in common—indomitable fortitude.



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Intercollegiate Athletics—Play, Work, or Drudgery

(Continued from page 15)

to. Mr. Alexander noting that Dr. Pritchett and Dr. Savage had stated that, "the indulgence of the play instinct is rarely possible in modern intercollegiate athletics," asked several hundred football men who played in collegiate games in 1929 the following questions: 1. Do you really have a good time at football practice? 2. Do you prefer scrimmage to signal drill? 3. Would you like to quit football if no one would criticize your courage or loyalty?

Three hundred and ninety-three stated that they liked scrimmage better than signal drill. Twenty-three said they liked signal drill better than scrimmage. Since scrimmage consists of playing the game, the young men of today evidently prefer scrimmage to signal drill which is much safer. Three hundred and fifty-one reported that they enjoyed the football practices, while only seventy-one did not enjoy the preparation for the games. Four hundred and two stated that they would not like to quit football and only twenty-three said they would not play if they thought that they would not be criticized if they quit.

Character is not developed by doing anything in a haphazard manner. Although it is not desirable that a boy neglect everything else for football or other sports, and although it is not wise for him to continue intensive athletic training into his graduate life, yet it is well to teach him to do the best he can in his work or play.

Pleasure is to be obtained by doing any task well rather than by doing it after the manner of a dilettante. It is not wrong for a normal boy to desire to win.

The majority of college football men enjoy practicing and playing football today under our present system of coaching.

Just a Minute

(Continued from page 4)

stopped the watches in 3:26.6. . . . In Illinois, they're still wondering whether Jim Fuchs of Hyde Park High, Chicago, or Chuck Peters of Blue Island won the 100-yard dash championship of the 51st State Track and Field Carnival in the University of Illinois Memorial Stadium . . . Fuchs is down in the books as the winner, but Peters could have been first across the line.

. . . Due to a mistake on the officials' part, the boys started from the wrong chalk stripe, ran 104 yards, and it was in the final steps that the big Hyde Parker forged ahead.

INDEX TO ADVERTISERS

American Hair & Felt Co.	34
Athletic Institute, The.	20, 21
Becton Dickinson Co.	22
De Groat, H. S.	28
Denver Chemical Co.	37
Ederer Co., R. J.	33
Fremont Coaching School.	35
Hillerich & Bradsby Co.	23
Hillyard Co., The.	35
Huntington Laboratories.	Cover 2
Indiana Basketball Coaching School	28
Ivory System	Cover 4
Johnson & Johnson.	19
Kahnfast Athletic Fabrics.	32
Leavitt Corporation	28
MacGregor-Goldsmith, Inc.	5, 29
Medart Mfg. Co., Fred.	32
Mutual Life Insurance Co. of N. Y., The.	4
National Sports Equipment Co.	35
New York Coaching School.	36
Petersen & Co.	33
Rawley Co., The.	3
Rawlings Mfg. Co.	Cover 3
Reach, Wright & Ditson.	1
Riddell Inc., John T.	31
Seamless Rubber Co.	6
Spalding & Bros., A. G.	17
Toro Mfg. Co.	34
Voit Rubber Corp., W. J.	27
Wilson Sporting Goods Co.	25

Physical Fitness an All-Year Project

(Continued from page 10)

clinic the fine points of the game will be displayed to the youngsters by members of the New Orleans and Memphis teams of the Southern Association. Following the clinic the youngsters will be guests of the teams at a regular Southern League game.

The large scale city-wide baseball program is under the competent direction of the Association director. The program in no way interferes with the American Legion summer baseball program. The program will provide three leagues of play, one for boys thirteen years and under, one for boys fifteen years and under, and the other for boys seventeen years and under.

Awards are given to the winners in each group.

For the coming summer, baseball is only a small portion of the activities planned.

At the present time all sorts of track meets are going on. Sectional meets for the various sections of the city are being held. The sectional meets will be climaxed with a gala city-wide meet—open to every elementary school youngster attending public, private and parochial schools. A

dash, broad jump, high jump and relay will be held for 50-55-59-63-inch classes and for classes unlimited in height. A special low-hurdle race of 60 yards will also be held for the youngsters.

"Every Child a Swimmer" has been adopted by the Association for the summer swimming program. The chief aim of the program is to teach the youngsters to swim. Progressive tests will be given at various periods and awards will be given.

"We are all out for the program and we will go so far as to employ extra life guards," Lorenzo Di Benedetto, past president of the A. A. U., told the Association Swim Committee at a recent meeting. Seven playground swimming pools and pools at Audubon and City Parks will be used. The opening of the Bonnet Carre Spillway, because of the high stage of the Mississippi river, has interfered with the Association's program for swimming on Lake Pontchartrain.

Besides the "Every Child a Swimmer Program," the Junior Sports Association will again sponsor the prep school swimming meet, an event that had fallen by the wayside until last year when it was revived by the Association.

Archery will enter its second year while tennis and golf take their places on the program for the first time. Softball for girls will also be added.

The organization's tennis chairman, Dr. Lloyd Landry, was instrumental in having wooden backboards erected at City Park in order that mass instruction may be given the youngsters who will take part in the coming Junior Sports Association summer program. Hitting the balls against a board is very beneficial and is advocated by the tennis coaches throughout the nation.

A series of progressive fitness tests of strength, speed, agility, endurance and co-ordination as standards with which those, who wish to do so, may compare their ability and progress were made by the physical training department of the Orleans Parish School Board last year. These tests will be used at the Association's summer program this year.

The organization is daily getting requests on its splendid program. Last year, Houston sent down a news reporter to secure information regarding the baseball program.

Colonel "Ted" Bank, president of the Athletic Institute, well known in New Orleans as a former Tulane University coach, has written the Junior Sports Association a congratulatory letter on the fine job they are doing.

The "Kid" Baseball Program has gained nation-wide attention in Hugh Fullerton's column, and won the praise of Carl Hubbell and Mel Ott of the New York Giants.



These early season games are tough on your squad. Right now, when your players are still soft, you're apt to be faced with a whole crop of injuries. Charley horse, sprained ankles, "glass" arm — wrenched muscles.

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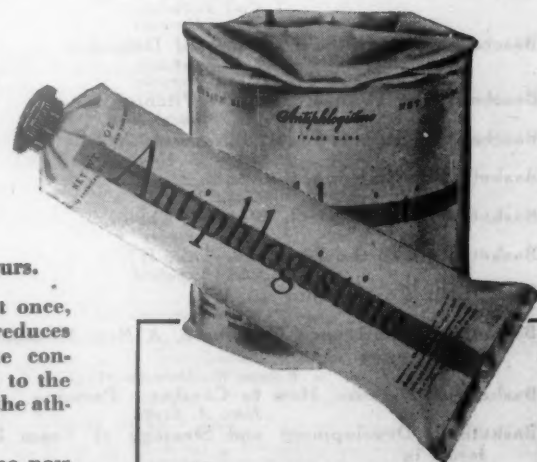
An Antiphlogistine pack applied at once, comfortably hot, relieves the pain, reduces swelling, speeds recovery. It's the convenient way to get healing warmth to the injured area — without disturbing the athlete's rest.

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INDEX FOR VOLUME TWENTY-FIVE

A

Abramoski, E. R., Snap Ball, a New Game.....	25- 6-30
Allen, Forrest C., Devitalizing the Razzle-Dazzle Game.....	25- 5-14
Allen, Forrest C., The Watchdog of the Basket.....	25- 4-11
Antonacci, Robert J., Chief Specialist, U.S.N.R., Personal Combat Training at Great Lakes Naval Training Center.....	25- 6- 7
Appleton, Darwin B., Ph.D., Pick 'Em Scientifically.....	25- 9-30
Athletic and War Injuries, A Prognosis of..... <i>John F. Fahey</i>	25- 2-45
Athletics in the Scheme of Education..... <i>Howard G. Mundi</i>	25- 3-34
Athletic Success, The Basis of..... <i>Clifford Wells</i>	25- 2-16
Attebery, John O., Physical Education Apparatus You Can Make.....	25- 6-13

B

Baker, Floyd, Selecting Basketball Drills That Teach the Skills You Prefer.....	25- 1-34
Baker, Robert, Cross-Country Running in Ulster.....	25- 3-42
Bank, Colonel Theodore P., Living War Memorials.....	25-10-14
Bank, Colonel Theodore P., Trend Toward Separate Federal and State Commissions on Physical Fitness.....	25- 7-16
Barkdoll, O. R., Physical Education in the Illinois Schools.....	25-10-16
Baseball and Softball for the Post-War Program..... <i>Robert L. Erd</i>	25- 6-36
Baseball, Baserunning..... <i>James Smilgoff</i>	25- 9-12
Baseball: Batting Dope, Practice-Session..... <i>H. S. De Groat</i>	25- 8-11
Baseball: Canada Has a Plan..... <i>Robert F. Mines</i>	25- 7-32
Baseball Come Back? Can College..... <i>Homer M. Dunham</i>	25- 6-34
Baseball: Footwork and Co-ordination of Play Around Second Base..... <i>H. S. De Groat</i>	25- 6- 9
Baseball, Some Phases of Defensive..... <i>Carl Stockdale Rogers Hornsby</i>	25- 7-12
Baseball, The Eyes Have It in..... <i>H. S. De Groat</i>	25- 7- 9
Baseball—The Infield, Phases of Defensive..... <i>Carl Stockdale Rogers Hornsby</i>	25- 9-16
Baseball—The Outfield, Phases of Defensive..... <i>Carl Stockdale Rogers Hornsby</i>	25- 8-20
Baseball: The Youngster on the Pitching Mound..... <i>Herold "Muddy" Ruel</i>	25- 8-14
Baseball Tournament Is the Answer, A..... <i>Howard G. Mundi</i>	25- 8-15
Basketball: Attacking the Zone..... <i>John Dromo</i>	25- 4-46
Basketball: Ball Control, Winning Through..... <i>John Lawther</i>	25- 4- 7
Basketball: Can the Youngster Take It?..... <i>Mark Wakefield</i>	25- 4-29
Basketball: Conditioning to Win..... <i>Vadal Peterson</i>	25- 1-51
Basketball: Conference Champion, A New Method of Determining a..... <i>Vernon W. Drenckpohl</i>	25- 4-50
Basketball: Defense, How to Combat a Pressing..... <i>John A. Kraft</i>	25- 3-32
Basketball, Development and Strategy of Team Defense in..... <i>R. Christensen, C. Sp. (A), U. S. N. R.</i>	25- 4-22
Basketball Drills That Teach the Skills You Prefer, Selecting..... <i>Floyd Baker</i>	25- 1-34
Basketball, Fire-Horse..... <i>Frank W. Keaney</i>	25- 4-18
Basketball: Fundamentals of Shooting Analyzed.....	25- 5-12
Basketball Game Somewhere in France, A..... <i>Joseph Harkey</i>	25- 3-48

Basketball: Guard Play..... <i>Adolph F. Rupp</i>	25- 4-20
Basketball: Illinois State Finals..... <i>G. A. Kintner</i>	25- 8-38
Basketball: Inside Screen, Three Practical Uses of the..... <i>Everett S. Dean</i>	25- 4-14
Basketball in the Pacific Coast Junior Colleges.....	25- 8-44
Basketball: It's Fundamental Time!..... <i>Everett S. Dean</i>	25- 3-16
Basketball: Man-to-Man Defense Employing Rushing, Switching and Floating Tactics..... <i>Roy W. Moren</i>	25- 5-30
Basketball, Objectives in..... <i>Cecil R. May</i>	25- 2-43
Basketball Offense, Developing a..... <i>R. Christensen, C. Sp. (A) U. S. N. R.</i>	25- 3-12
Basketball Plays of the 1945 Season, A Few..... <i>Clifford Wells</i>	25- 7- 7
Basketball Practice, Early Season..... <i>Lieut. Nelson W. Nitchman, U. S. C. G. R.</i>	25- 1-30
Basketball Practice Routine, Suggestions on..... <i>Lieut. Nelson W. Nitchman, U. S. C. G. R.</i>	25- 2-18
Basketball, Problems in Teaching..... <i>John D. Lawther</i>	25- 5- 7
Basketball: Question and Answer Period, A..... <i>Clifford Wells</i>	25- 3-20
Basketball: Razzle-Dazzle Game, Devitalizing the..... <i>Forrest C. Allen</i>	25- 5-14
Basketball Tournament, Texas State..... <i>Stanley Thomas</i>	25- 8-36
Basketball Tournaments, First-Hand Information from the State.....	25- 8-36
Basketball: Watchdog of the Basket, The..... <i>Forrest C. Allen</i>	25- 4-11
Basketball: Zone Defense, The..... <i>A. F. Rupp</i>	25- 6-12
Basketball: Zone Defense—Pro and Con, The..... <i>Clifford Wells</i>	25- 4-42
Basketball: Zone Defense, Solving a..... <i>Clifford Wells</i>	25- 5-20
Bixler, Paul, Simple Fundamentals of Offensive Football.....	25- 1-12
Boxing Department Facilities and Safety Gear..... <i>Max March, Chief Specialist, U. S. N. R.</i>	25- 6-15
Boxing, How to Teach Mass.....	25- 7-34
Boxing in High School..... <i>John J. Walsh, Lieutenant, U. S. M. C. R.</i>	25- 5-36
Brothers, J. O., The Kicking Game.....	25- 2-13
Bunn, W. R., Physical Fitness Tests on a Secondary School Level.....	25- 3-22

C

Canada Has a Plan..... <i>Robert F. Mines</i>	25- 7-32
Carnahan, James H., Competitive Athletics with the Armed Forces in the British Isles.....	25- 7-20
Champion, A New Method of Determining a Conference..... <i>Vernon W. Drenckpohl</i>	25- 4-50
Cherry, Blair, Backfield Play.....	25- 2-12
Christensen, R., C. Sp. (A) U.S.N.R., Developing a Basketball Offense.....	25- 3-12
Christensen, R., C. Sp. (A) U.S.N.R., Development and Strategy of Team Defense in Basketball.....	25- 4-22
Coffey, Otis, Highlights of the Coaching Schools of the Texas High School Coaches Association and the University of Tulsa.....	25- 1- 9
Coffey, Otis, Highlights of the Coaching Schools of the Texas High School Coaches Association and the University of Tulsa.....	25- 2- 8
Combat Training at Great Lakes Naval Training Center, Personal..... <i>Robert J. Antonacci, Chief Specialist, U. S. N. R.</i>	25- 6- 7
Competitive Athletics with the Armed Forces in the British Isles..... <i>James H. Carnahan</i>	25- 7-20
Conditioning and Training, Review of Recent Literature Pertaining to..... <i>W. W. Tuttle</i>	25- 3-46

Conditioning to Win.....	25- 1-51
<i>Vadal Peterson</i>	
Cravath, Jeff, The T Formation.....	25- 1- 9
Cromwell, Dean B., The Distinguishing Aspects of the Champion Pole Vault.....	25- 7- 8
Cross-Country Running in Ulster.....	25- 3-42
<i>Robert Baker</i>	

D

Dean, Everett S., It's Fundamental Time!.....	25- 3-16
Dean, Everett S., Three Practical Uses of the Inside Screen.....	25- 4-14
De Groat, H. S., Footwork and Co-ordination of Play Around Second Base.....	25- 6- 9
De Groat, H. S., Practice-Session Batting Dope.....	25- 8-11
De Groat, H. S., The Eyes Have It in Baseball.....	25- 7- 9
Dodd, Bobby, The Single Wing.....	25- 2- 8
Drenckpohl, Vernon W., A New Method of Determin- ing a Conference Champion.....	25- 4-50
Dromo, John, Attacking the Zone.....	25- 4-46
Dunham, Homer M., Can College Baseball Come Back?.....	25- 6-34

E

Editorials

Athletic Injuries and the Life Expectancy of Athletes.....	25- 6-17
Athletics and Education.....	25- 6-18
Commercial Aspects of Intercollegiate Athletics, The.....	25- 7-18
Competitive Spirit and Championship, The.....	25- 8-16
Conflict Between Athletics and Scholarship.....	25- 8-17
Diverse Opinions, Theories, and Attitudes.....	25- 6-16
Does Football Need to Be Revitalized?.....	25- 1-18
In Memoriam—John L. Griffith.....	25- 5-16
Intercollegiate Athletics and the Spectators.....	25- 7-17
Intercollegiate Athletics—Play, Work, or Drudgery.....	25-10-14
Keep Fit.....	25- 3-18
Military Training.....	25- 1-19
Origin and Growth of Athletics, The.....	25- 5-17
Professional and Amateur Athletics.....	25- 8-46
Recruiting and Subsidizing.....	25- 9-26
Relief from Attacks on Athletics, A.....	25- 2-14
Sports for Soldiering.....	25- 3-18
T Formation, The.....	25- 2-15
Umpired Competition.....	25- 2-14
We Are Better Equipped.....	25- 3-19
Where Do We Go from Here?.....	25- 2-15
Whose Opinion Do We Respect?.....	25- 1-18
Why Americans Make the Best Fighters.....	25- 4-12
Education, Athletics in the Scheme of.....	25- 3-34
<i>Howard G. Mundi</i>	
England, Forrest W., The Flanker System of Football.....	25- 2-22
Erd, Robert L., Baseball and Softball for the Post-War Program.....	25- 6-36

F

Fahey, John F., A Prognosis of Athletic and War In- juries.....	25- 2-45
Football: Backfield Play.....	25- 2-12
<i>Blair Cherry</i>	
Football: Coach's Notebook, From the.....	25- 1-40
<i>J. E. Gargan</i>	
Football: Coach's Notebook, From the.....	25- 2-32
<i>J. E. Gargan</i>	
Football: Defense Simple, Make Your.....	25- 3-11
<i>J. E. Gargan</i>	
Football: Double Wing-Back, The.....	25- 2-10
<i>Homer Norton</i>	
Football, Flanker System of.....	25- 2-22
<i>Forrest W. England</i>	
Football: Kicking Game, The.....	25- 2-13
<i>J. O. Brothers</i>	
Football: Line Play.....	25- 2-28
<i>Del Morgan</i>	
Football: Line Play.....	25- 2-30
<i>Walter Milligen</i>	
Football: 1944 All-Star Game, The.....	25- 1-44
Football, Off-Season.....	25-10-22
<i>Merlin Miller</i>	
Football, Shifting Defense, Meeting the.....	25- 1-20
<i>Dana C. McLendon</i>	

Football, Simple Fundamentals of Offensive.....	25- 1-12
<i>Carroll Widdoes</i>	
<i>E. R. Godfrey</i>	
<i>Paul Bixler</i>	
Football: Single Wing, The.....	25- 2- 8
<i>Bobby Dodd</i>	
Football: Team Defense.....	25- 3- 7
<i>E. R. Godfrey</i>	
Football: T Formation, Basic Passing Possibilities from the.....	25- 2- 7
<i>Harold Swanson</i>	
Football: T Formation, The.....	25- 1- 9
<i>Jeff Cravath</i>	
Football: T Formation, The.....	25- 1-46
<i>Skip Palrang</i>	
Football: Y Formation with an Unbalanced Line, The.....	25- 1-28
<i>Al Simpson</i>	
Forsythe, Charles E., Some Things We Have Learned About Physical Fitness.....	25-10-18

G

Gaff, Glen, The Discus Takes Work.....	25-10- 7
Gargan, J. E., From the Coach's Notebook.....	25- 1-40
Gargan, J. E., From the Coach's Notebook.....	25- 2-32
Gargan, J. E., Make Your Defense Simple.....	25- 3-11
Gerber, William A., One Important Year.....	25- 5-48
Godfrey, E. R., Simple Fundamentals of Offensive Football.....	25- 1-12
Godfrey, E. R., Team Defense.....	25- 3- 7
Gymnasium, Equipping An Outdoor.....	25- 2- 5
<i>Hartley Price, Lieutenant Commander, U. S. N. R.</i>	

H

Haney, George E., Make Broad Jumping Safer.....	25- 7- 5
Haney, George E., What About Stride.....	25- 9-13
Hartley, Joseph, A Basketball Game Somewhere in France.....	25- 3-48
High School Athletic Program, Post-War Planning for the.....	25- 2-40
<i>Winton L. Moeller</i>	
"Hoosier Hysteria," Twenty-Five Years of.....	25- 3-26
<i>Mark Wakefield</i>	
Hornaby, Rogers, Phases of Defensive Baseball—The Infield.....	25- 9-16
Hornaby, Rogers, Phases of Defensive Baseball—The Outfield.....	25- 8-20
Hornaby, Rogers, Some Phases of Defensive Baseball.....	25- 7-12

I

Intramural Programs, The Future of.....	25- 6-32
<i>Howard G. Mundi</i>	
Intramural Track and Field Program in a Large High School, Planning an.....	25- 6-22
<i>Lourance Janssen</i>	

J

Janssen, Lourance, Planning an Intramural Track and Field Program in a Large High School.....	25- 6-22
Jones, T. E., Progress in the Development of the Run- ning High Jump.....	25- 8- 5
Jones, T. E., The Track Coach's Duties in February.....	25- 6-14
Just a minute.....	25- 9- 4
Just a minute.....	25-10- 4

K

Keaney, Frank W., Fire-Horse Basketball.....	25- 4-18
Kessler—A New Game.....	25- 8-40
<i>Leonard Richardson</i>	
Kinsey, Dan, The Optimum Distribution of Effort in the 150-Yard Back Stroke.....	25- 6-40
Kintner, G. A., Illinois State Finals.....	25- 8-38
Krafft, John A., How to Combat a Pressing Defense.....	25- 3-32

L

Lawther, John D., Problems in Teaching Basketball.....	25- 5- 7
Lawther, John D., Winning Through Ball Control.....	25- 4- 7
Littlefield, Clyde, The Javelin Throw.....	25- 7-10
Living War Memorials.....	25-10-14
<i>Colonel Theodore P. Bank</i>	

M

McLendon, Dana C., Meeting the Shifting Defense.....	25- 1-20
Marek, Max, Chief Specialist, U.S.N.R., Boxing Department Facilities and Safety Gear.....	25- 6-15
May, Cecil R., Objectives in Basketball.....	25- 2-43
Miller Merlin, Off-Season Football.....	25-10-22
Milligan, Walter, Line Play.....	25- 2-30
Mines, Robert F., Canada Has a Plan.....	25- 7-32
Moeller, Winton L., Post-War Planning for the High School Athletic Program.....	25- 2-40
Moren, Roy W., Man-to-Man Defense Employing Rushing, Switching and Floating Tactics.....	25- 5-30
Morgan, Del, Line Play.....	25- 2-28
Mundt, Howard G., A Baseball Tournament Is the Answer.....	25- 8-15
Mundt, Howard G., Athletics in the Scheme of Education.....	25- 3-34
Mundt, Howard G., The Future of Intramural Programs.....	25- 6-32
Musgrove, Homer B., The Sterling Township High School's Physical Education Department Meets the War Period Challenge.....	25- 7-44

N

Nay, John M., The First Step in Hurdling.....	25- 9- 9
Nichols, J. H., M.D., Soccer—An Excellent Intercollegiate and Interscholastic Sport.....	25- 5-44
Nitchman, Lieut. Nelson W., U.S.C.G.R., Early Season Basketball Practice.....	25- 1-30
Nitchman, Lieut. Nelson W., U.S.C.G.R., Suggestions on Basketball Practice Routine.....	25- 2-18
Norton, Homer, The Double Wing-Back.....	25- 2-10

P

Palrang, Skip, The T Formation.....	25- 1-46
Peterson, Vadal, Conditioning to Win.....	25- 1-51
Phillips, Hermon, If You Want to Show Improvement, Pick the Distance or Middle-Distance Runs.....	25- 7-40
Physical Education Apparatus You Can Make.....	25- 6-13
Physical Education Department Meets the War-Period Challenge, Sterling Township High School's.....	25- 7-44
Physical Education in the Illinois Schools.....	25-10-16
Physical Fitness an All-Year Project.....	25-10-10
Physical Fitness, Some Things We Have Learned About.....	25-10-18
Physical Fitness Tests on a Secondary School Level.....	25- 3-22
Physical Fitness, The Problem of Measuring.....	25- 2-47
Physiologic Effects of Blows to the Head, The.....	25- 7-42
Pick 'Em Scientifically.....	25- 9-30
Price, Hartley, Lieutenant Commander, U.S.N.R., Equipping an Outdoor Gymnasium.....	25- 2- 5

R

Rasch, P. J., Lieutenant Commander, U.S.N.R., The Teaching of Interscholastic Wrestling in California.....	25- 5-40
Red Cross and Uncle Sam Waterproof the Army.....	25- 6- 5
Richardson, Leonard, Kessler—A New Game.....	25- 8-40
Ruel, Herold "Muddy," The Youngster on the Pitching Mound.....	25- 8-14
Running Events, A Review of Literature Pertaining to.....	25- 6-46
Rupp, Adolph F., Guard Play.....	25- 4-20
Rupp, A. F., The Zone Defense.....	25- 6-12

S

Scientific Material for Coaches and Trainers, The Selection of.....	25- 1-50
Simpson, Al, The Y Formation with an Unbalanced Line.....	25- 1-28
Smilgoff, James, Baserunning.....	25- 9-12
Snap Ball, A New Game.....	25- 6-30
Soccer—An Excellent Intercollegiate and Interscholastic Sport.....	25- 5-44

Stockdale, Carl, Some Phases of Defensive Baseball.....	25- 7-12
Stockdale, Carl, Phases of Defensive Baseball—The Outfield.....	25- 8-20
Stockdale, Carl, Phases of Defensive Baseball—The Infield.....	25- 9-16
Swanson, Harold, Basic Passing Possibilities from the T Formation.....	25- 2- 7
Swimming: Back Stroke, Optimum Distribution of Effort in the 150-Yard.....	25- 6-40

Dan Kinsey

T

Taylor, Craig E., Where There's a Will.....	25-10-11
Texas High School Coaches Association and the University of Tulsa, Highlights of the Coaching Schools of the.....	25- 1- 9
Texas High School Coaches Association and the University of Tulsa, Highlights of the Coaching Schools of the.....	25- 2- 8
Thomas, Stanley, Texas State Basketball Tournament.....	25- 8-36
Topping, George G., It Takes Heart, Too.....	25- 9-18
Track and Field Program in a Large High School, Planning an Intramural.....	25- 6-22
Track Coach's Duties in February, The.....	25- 6-14
Track: Discus Takes Work.....	25-10- 7
Track: Hurdling, The First Step in.....	25- 9- 9
Track: It Takes Heart, Too.....	25- 9-18
Track: Javelin Throw, The.....	25- 7-10
Track: Make Broad Jumping Safer.....	25- 7- 5
Track: Pick the Distance or Middle-Distance Runs, If You Want to Show Improvement.....	25- 7-40
Track: Pole Vaulter, The Distinguishing Aspects of the Champion.....	25- 7- 8
Track: Quarter-Mile Strategy.....	25- 9-22
Track: Running High Jump, Progress in the Development of the.....	25- 8- 5
Track: What About Stride?.....	25- 9-13
Trotter, Harry, Quarter-Mile Strategy.....	25- 9-22
Tuttle, W. W., The Physiologic Effects of Blows to the Head.....	25- 7-42
Tuttle, W. W., The Problem of Measuring Physical Fitness.....	25- 2-47
Tuttle, W. W., A Review of Literature Pertaining to Running Events.....	25- 6-46
Tuttle, W. W., Review of Recent Literature Pertaining to Conditioning and Training.....	25- 3-46
Tuttle, W. W., The Selection of Scientific Material for Coaches and Trainers.....	25- 1-50

W

Wakefield, Mark, Can the Youngster Take It?.....	25- 4-29
Wakefield, Mark, Twenty-Five Years of "Hoosier Hysteria".....	25- 3-26
Walsh, John J., Lieutenant U.S.M.C.R., Boxing in High School.....	25- 5-36
Wells, Clifford, A Few Basketball Plays of the 1945 Season.....	25- 7- 7
Wells, Clifford, A Question and Answer Period.....	25- 3-20
Wells, Clifford, Solving a Zone Defense.....	25- 5-20
Wells, Clifford, The Basis of Athletic Success.....	25- 2-16
Wells, Clifford, The Zone Defense—Pro and Con.....	25- 4-42
Where There's a Will.....	25-10-11
Wicker, N. Charles, Physical Fitness an All-Year Project.....	25-10-10
Widdoes, Carroll, Simple Fundamentals of Offensive Football.....	25- 1-12
Wrestling in California, The Teaching of Interscholastic.....	25- 5-40

P. J. Rasch, Lieutenant Commander, U.S.N.R.

Y

Year, One Important.....	25- 5-48
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William A. Gerber

0
3
0
0
0
2
4
7
9
3
0
5
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8
2
5
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2
2
7
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